

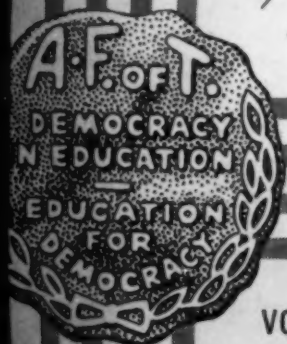
SEP 17 1934 ✓

# American Teacher

## IN THIS ISSUE

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Harry S. Belman  
William Dinwoodie  
Paul Jarvis  
Abraham Lefkowitz  
Raymond F. Lowry ✓  
Aileen W. Robinson  
Ross Stagner  
Lester H. Thornburg



OFFICIAL ORGAN OF THE AMERICAN FEDERATION OF TEACHERS

VOL. XIX

OCTOBER, 1934

NO. 1

IN TWO PARTS

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## TABLE OF CONTENTS

	Page		Page
Thinking Together.....	Raymond F. Lowry 3	Teacher Tenure—Does It Hold.....	Paul Jarvis 26
A. F. T. Fight for Federal Aid.....	Abraham Lefkowitz 4	American Federation of Labor Convention.....	27
Schools vs. People.....	L. H. Thornburg 6	Book Week .....	27
Toward a Better Life.....	Harry S. Belman 10	Information About the A. F. T.....	27
Critical Evaluation of A. F. T.....	Aileen W. Robinson 12	News from the Field.....	28
A. F. T. Official Family.....	15	To All Locals	
Two Summer Conferences.....	17	Fulton County, Ga., Local 183	
So This Is America!.....	18	Commonwealth College Local 194	
Editorials .....	20	Chattanooga-Hamilton County Local 246	
Six Major Purposes		Charlotte, N. C., Local 249	
Who Controls the Schools		Duval County, Fla., Local 254	
A Dubious Compliment		New Bedford Local 263	
Why Oppose the A. F. T.		West Allis, Wis., Local 272	
Academic Freedom Case		Salem, Ore., Local 283	
Hitting the Nail on the Head		Akron Local 287	
Ratification of Child Labor Amendment		Springfield, Ohio, Local 296	
Letter from West Virginia.....	23	Who's Who in this Issue.....	30
Another "Red" Scare.....	William Dinwoodie 24	Advertisements.....	2, 16, 25, 31
Teachers and the Blue Eagle.....	Ross Stagner 25		

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# INDEX

## THE AMERICAN TEACHER

VOLUME XIX—NOS. 1-5

OCTOBER, 1934—JUNE, 1935

**A**

	Mo.	Page
Academic Freedom and Progress. Abraham Lefkowitz.	Mar.-Apr.	9
Academic Freedom. Case of James M. Shields. Editorial.	Sept.-Oct.	22
Academic Freedom Council. Editorial.	Jan.-Feb.	23
Accident of Residence. Editorial.	Jan.-Feb.	20
A. F. of L. and Public Education. William Green.	Nov.-Dec.	3
A. F. of L. on Child Labor.	Nov.-Dec.	14
A. F. T. Bulletin.	Mar.-Apr.	23
A. F. T. Fight for Federal Aid. Abraham Lefkowitz.	Sept.-Oct.	4
A. F. T. Official Family.	Sept.-Oct.	15
Age Limit for Teachers. Editorial.	Nov.-Dec.	18
Ahlstrom, R. J.	Mar.-Apr.	24
American Federation of Labor 1934 Convention.	Sept.-Oct.	27
American Federation of Teachers Information.	Sept.-Oct.	27
American Federation of Teachers Nineteenth Convention.	Mar.-Apr.	24
American Federation of Teachers Nineteenth Convention Program.	May-June	36
American People and Their Government. By Arnold J. Lien and Merle Fainsod. Reviewed by Mark Starr.	Nov.-Dec.	25
Aspinall, Richard	May-June	13

**B**

Be An Organizer. Editorial.	Mar.-Apr.	22
Belman, Harry S.	Sept.-Oct.	10
Book Week.	Sept.-Oct.	27
Brooke, Persis	Nov.-Dec.	11

**C**

Case of Dr. A. J. I. Kraus. Editorial.	Jan.-Feb.	16
Child Labor, A. F. of L. Resolution.	Nov.-Dec.	14
Child Labor Day.	Nov.-Dec.	14
Child Labor Day 1935. Editorial.	Jan.-Feb.	20
Child Labor Play.	Jan.-Feb.	25
Classroom Teacher. Letter.	May-June	34
Cold Facts Regarding Serious Conditions of our Schools. Editorial.	Nov.-Dec.	16
Cooperation Builds a College. Ross Stagner.	Mar.-Apr.	25
Crime Conference Adopts 8-Point Plan Designed to Check Law Violations.	Jan.-Feb.	23
Critical Evaluation of the American Federation of Teachers. Aileen W. Robinson.	Sept.-Oct., 12; Nov.-Dec., 7; Jan.-Feb., 4; Mch.-Apr., 6; May-June, 6.	
Croft, Albert E.	May-June	11
Cry From West Virginia. Ignotus.	Sept.-Oct.	23
Cutting Amendment. Editorial.	May-June	24

**D**

Davis, Jerome	May-June	3
DeBriase, Edward C.	Nov.-Dec.	5
Dewey, John	Mar.-Apr.	3
Dewey, John	May-June	20
Dinwoodie, William	Sept.-Oct.	24
Discrimination Against Married Women. U. S. Department of Labor Bulletin.	Nov.-Dec.	18
Dubious Compliment. Editorial.	Sept.-Oct.	21

**E**

Economic History of the People of the United States. By Fred A. Shannon. Reviewed by Mark Starr.	Jan.-Feb.	24
Educational Opportunity for Employed Youth and Adults. Florence Curtis Hanson.	Jan.-Feb.	8
Education and the Worker-Student. By Jean and Hilda W. Smith. A Review.	Jan.-Feb.	24
Education Versus Indoctrination. By Horace M. Kallen. Reviewed by H. R. Latham.	May-June	31
Election in Kellogg. Editorial.	Jan.-Feb.	3
Enemies of the Public Schools. Warren C. Hawthorne.	Jan.-Feb.	13
Enos, Bertram	May-June	28
Equal Educational Opportunity. Editorial.	Mar.-Apr.	23
Every Member Can Help to Organize. Editorial.	Nov.-Dec.	16
Ezekiel, Dr. Mordecai.	Mar.-Apr.	4

**F**

Fads and Frills.	Nov.-Dec.	22
Federal Aid, A. F. T. Fight for. Abraham Lefkowitz.	Sept.-Oct.	4
Federal Aid—A. F. T. Resolution.	Sept.-Oct.	5
Federal Aid for Education.	Jan.-Feb.	23
Federal Aid for Education. Clyde R. Miller.	Mar.-Apr.	25
Federal Office of Education.	May-June	15
Financial Emergency Facing Schools. Federal Office of Education.	May-June	15
Forty-two in a class and Free Discipline. Miriam Ziony.	Jan.-Feb.	14
Furbush, Grant E. Letter.	Mar.-Apr.	31
Future Comes, The. By Charles A. Beard and George H. E. Smith. Reviewed by Michael B. Scheler.	Nov.-Dec.	24

**G**

Gibson, James J.	May-June	20
Green, William	Nov.-Dec. 3; Mar.-Apr.	24
Government and Children. Dr. John Dewey.	May-June	20

**H**

Handbook of Revolutions. By Roger Shaw. Reviewed by Michael B. Scheler.	Nov.-Dec.	25
Hanson, Florence Curtis	Jan.-Feb.	6
Hanson, Herbert C. Letter.	Mar.-Apr.	31
Hawthorne, Warren C.	Jan.-Feb.	13
Hitting the Nail on the Head. Editorial.	Sept.-Oct.	23
Hobby Book Trails.	Nov.-Dec.	24

**I-J**

Importance of Apprenticeship Training. John H. Walker.	Jan.-Feb.	11
In Defense of the Married Women Teacher. Editorial.	Nov.-Dec.	17
Inevitability of Unionism. Albert E. Croft.	May-June	11
Inflation—Who Wins and Who Loses. By Maynard C. Krueger. Review.	Nov.-Dec.	24

It's Your Money. By Barnet Hodes. A Review.	May-June	28
Ives Oath Law Repeal. Henry R. Linville.	Mar.-Apr.	11
I Went to Pitt College. By Lauren Gilfillan. Reviewed by Mark Starr.	Jan.-Feb.	25
Jarvis, Paul	Sept.-Oct. 26; May-June	27

**K**

Kleinschmidt, Dr. H. E.	Nov.-Dec.	23
Kuenzli, Irvin R.	May-June 9; May-June	12

**L**

Latham, H. R.	Mar.-Apr., 27; May-June, 29; May-June	31
Lawson, F. Melvyn	Nov.-Dec. 20; Mar.-Apr.	26
Learning Made Easy in Switzerland. Persis Brooke.	Nov.-Dec.	11
Lefkowitz, Abraham	Sept.-Oct. 4; Mar.-Apr.	9
Leisure Time. Editorial. Florence Jane Owens.	Jan.-Feb.	21
Let's Be "Union Label Conscious!" Editorial.	Jan.-Feb.	22
Linville, Henry R.	Mar.-Apr.	11
Lowry, Raymond F.	Sept.-Oct., 3; Nov.-Dec., 15; Jan.-Feb., 17; Mar.-Apr., 17; May-June 21.	

**M**

Many Teachers Receive Less Than Dole. Editorial. Detroit Labor News.	Mar.-Apr.	23
Maria Paluna. By Blair Niles. Reviewed by Frederick Houk Law.	May-June	30
Married Women, Discrimination Against U. S. Dept. of Labor. Bulletin.	Nov.-Dec.	18
Married Women Teachers, In Defense of Editorial.	Nov.-Dec.	17
Mead, Lucia Ames	May-June	31
Mehus, O. Myking	Mar.-Apr.	14
Meldahl Trial. R. J. Ahlstrom.	Mar.-Apr.	24
Mental Attitudes, Incorporated. Raymond F. Lowry.	May-June	21
Miller, Clyde R.	Mar.-Apr.	25
Milwaukee Union Initiates Education for Democracy. Edwin C. DeBriase.	Nov.-Dec.	5
Misunderstanding Again or Misinterpretation. Editorial.	Nov.-Dec.	17
Molders of the American Mind. By Norman Woelfel. Reviewed by Bertram Enos.	May-June	28
More Abundant Living. Dr. Mordecai Ezekiel.	Mar.-Apr.	4
Municipal Ownership.	Nov.-Dec.	23
Must Free Education Disappear? W. B. Satterthwaite.	May-June	4

**N**

New Democracy. By Harold L. Ickes. Reviewed by F. Melvyn Lawson.	Mar.-Apr.	26
New Locals.	Nov.-Dec., 27; Jan.-Feb., 26; Mar.-Apr., 28; May-June, 32	
News from the Field—Locals 183, 194, 246, 249, 254, 263, 272, 283, 287, 296.	Sept.-Oct.	28
News from the Field—Locals 5, 31, 52, 61, 189, 192, 241, 252, 265, 272, 279, 281, 291, 301, 333, 342, 349.	Nov.-Dec.	27
News from the Field—Locals 5, 31, 35, 192, 193, 231, 240, 244, 246, 250, 252, 279, 332, 333, 345.	Jan.-Feb.	26
News from the Field—Locals 35, 89, 183, 192, 252, 276, 280, 281.	Mar.-Apr.	28
News from the Field—Locals 27, 192, 252, 259, 281, 332.	May-June	32
New Technique of Democracy. Russell L. Wise.	Nov.-Dec.	4

**O**

Ohio Federation of Teachers.	Jan.-Feb.	30
One for All and All for One. Editorial.	Jan.-Feb.	20
One Hell of a Business. By H. C. Engelbrecht. A Review.	Jan.-Feb.	25
Opposition to A. F. of T. Analysis. James J. Gibson.	May-June	20
Oppressed Teachers Need An "Uncle Tom's Cabin." Editorial.	Nov.-Dec.	19
Order on the Air. By James Rorty. A Review.	May-June	29
Organization for Teachers. John H. Walker.	Sept.-Oct.	30
Organized Labor Staunch Friend of the Schools. F. Melvyn Lawson.	Nov.-Dec.	20
Ovens, Florence Jane	Jan.-Feb.	21

**P**

Participation vs. Complaisance. Raymond F. Lowry.	Mar.-Apr.	17
Partners in Plunder. By J. B. Mathews. Reviewed by Joel L. Seidman.	May-June	30
Peace Cause Moves On. O. Myking Mehus.	Mar.-Apr.	14
Picturesque Word Origins. From Webster's New International Dictionary. Review.	Nov.-Dec.	24
President's Page. Raymond F. Lowry.	Sept.-Oct., 3; Nov.-Dec., 15; Jan.-Feb., 17; Mar.-Apr., 17; May-June, 21.	
Psychology of Childhood. By Norsworthy and Whitley. A Review.	Mar.-Apr.	27
Public Education Costs. Richard Aspinall.	May-June	13

**R**

Ratification of the Federal Child Labor Amendment. Editorial.	Sept.-Oct.	23
Reaction Seeks to Destroy Tenure. Editorial. The New York Union Teacher.	Nov.-Dec.	17
Redirecting Education. Vol. I. The United States. By Rexford G. Tugwell and Leon H. Keyserling. Reviewed by H. L. Latham.	Mar.-Apr.	27
"Red" Scare, Another. William Dinwoodie.	Sept.-Oct.	24
Relation of the Federation to State Programs of Education. Irvin R. Kuenzli.	May-June	9
Relations of Learning. By William Bennett Bizzell. Reviewed by H. R. Latham.	May-June	29
Roberts, Moto Edith. Letter.	May-June	34
Robinson, Aileen W.	Sept.-Oct., 12; Nov.-Dec., 7; Jan.-Feb., 4; Mch.-Apr., 6; May-June, 6.	

**S**

Satterthwaite, W. B.	May-June	4
Scheler, Michael B.	Nov.-Dec., 25; Mar.-Apr., 26; May-June, 17; May-June	28



	Mo.	Page
School Life, New Features.	Nov.-Dec.	26
Schools Assist in Crime Curb. Editorial.	May-June	27
Schools vs. People. L. H. Thornburg.	Sept.-Oct.	6
Seidman, Joel L.	May-June	30
Six Major Purposes of A. F. of T.	Sept.-Oct.	20
Social Basis of Education. By Harold S. Tuttle. Reviewed by Mark Starr.	Mar.-Apr.	27
So This Is America!	Sept.-Oct.	18;
Nov.-Dec., 12; Jan.-Feb., 18; Mch.-Apr., 18;	May-June,	22.
Stagner, Ross	Sept.-Oct.	25; Mar.-Apr., 25
Starr, Mark	Nov.-Dec., 25; Jan.-Feb., 24; Jan.-Feb., 25;	Mar.-Apr., 27
State Federations.	Mar.-Apr.	28
Stienhauser, Gretchen. Letter.	Mar.-Apr.	31
Story of The Paris Pact. By Arthur Charles Watkins.		
A Review.	Mar.-Apr.	26
Subjects or Citizens. Editorial.	May-June	26
Suggestions for Textbooks or School Charts.		
Lucia Ames Mead.	May-June	31
Summer Conferences.	Sept.-Oct.	17

# T

Taxes and the Depression. Editorial.	May-June	25
Teacher and the Public. John Dewey.	Mar.-Apr.	3
Teacher and the Social Mind. Raymond F. Lowry.	Jan.-Feb.	17
Teacher Faces the Crisis.	Sept.-Oct.	30
Teacher in Politics. Editorial.	Mar.-Apr.	20
Teacher Population vs. Pupil Population. Paul Jarvis.	May-June	27
Teachers and the Blue Eagle. Ross Stagner.	Sept.-Oct.	25
Teachers Have Much to Learn About Collective Action.		
Editorial.	Jan.-Feb.	21
Teachers' Loyalty Oath. Editorial.	May-June	24
Teachers' Strikes. Editorial, Nov.-Dec., 16; Letter, Jan.-Feb., 30;		
Letter, Mch.-Apr., 31.		
Teachers Urged to Form Alliance with A. F. of L.		
Editorial. New York Herald Tribune.	Jan.-Feb.	22
Teacher Tenure—Does it Hold? Paul Jarvis.	Sept.-Oct.	26
The Tree and Life—Poem. Irvin Kuenzli.	May-June	12
They Say.	Jan.-Feb.	30
They Write.	Jan.-Feb., 30; Mar.-Apr.	31
Thinking Together. Raymond F. Lowry.	Sept.-Oct.	3
Thornburg, L. H.	Sept.-Oct.	6
Tintic Teachers Union Local 285 Replies to Dean Milton		
Bennion.	Nov.-Dec.	21
To All Locals.	Sept.-Oct.	28
Toward a Better Life. Harry S. Belman.	Sept.-Oct.	10
Tuberculosis Levies a Tax. Dr. H. E. Kleinschmidt.	Nov.-Dec.	23

# U-V

Unemployed—Pariahs or Freeman? Michael B. Scheler.	May-June	17
Union Label. A Cartoon.	Mar.-Apr.	20
Unions—the Need of the Hour. William Green in American Federationist.	Mar.-Apr.	24
Vested Interests in North Carolina Throttle Academic Freedom. Editorial. New York Union Teacher.	Nov.-Dec.	18

# W

Walker, John H.	Sept.-Oct., 30; Jan.-Feb.	11
Wallop. Editorial.	May-June	25
Watson, Goodwin. Letter.	May-June	34
Webster's New International Dictionary. Reviewed by Michael B. Scheler.	Mar.-Apr.	26
Welles, Colin G.	Mar.-Apr.	30
What Fell O'er Alabama? Editorial.	Mar.-Apr.	21
What Is the I. Q. of the U. S. C. of C. On Education.		
Editorial.	Mar.-Apr.	21
What Price Speaking Out Loud! Editorial.	Mar.-Apr.	23
Who Are The Enemies of Teachers? Editorial.	Mar.-Apr.	22
Who Controls Our Schools? Editorial.	Sept.-Oct.	20
Why Oppose the A. F. T. Editorial.	Sept.-Oct.	21
Why the American Federation of Teachers. Jerome Davis.	May-June	3
Wisconsin Labor Elects Dr. Zander.	Sept.-Oct.	30
Wisconsin Legislative Program. Colin G. Welles.	Mar.-Apr.	29
Wise, Russell L.	Nov.-Dec.	4
Word to All Teachers. Jesse H. Holmes. The Philadelphia Teacher.	May-June	26
World Book Encyclopedia Annual. Reviewed By Michael B. Scheler.	May-June	28

# Y-Z

You and Machines. By Dr. William F. Ogburn. A Review.	May-June	31
Ziony, Miriam	Jan.-Feb.	14

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## Thinking Together

Raymond F. Lowry

**K**EEP your eyes on the next few years. There will be changes that will startle and amaze, bewilder and thrill. In politics and government, society and economics, changes are even now taking place with too great rapidity for our comprehension. Not all of them eventually can be considered good, nor all bad. They



RAYMOND F. LOWRY  
President, American Federation  
of Teachers

are the machinations and evolutions of the races, and man is and will continue to be largely human. As even now, our attention will be directed from time to time to centers of most startling change. Accusations to the contrary, youth and age are not at war: they are separated by the environment of the changing times. The elder grew apart, their lives unarticulated in the movements of communities physically separated from their own; to them often only mentally in-

triguing or romantically appealing, but not intrinsically important to their lives and plans. Science and a forward reaching civilization have broken down those barriers of distance and shortened the contacts—made neighbors of the islands of the seven seas, their problems ours, in a gradually dawning brotherhood of men.

This rapid progress has made obsolete as well many of the habitual practices of the nations, while it is giving birth to entirely new conceptions of national as well as international alliance and trade. War as one of the most historic methods of advancing the status of the individual or of the race should and must pass into the discard. With a tightening of the bands of distance a philosophy of forbearance and a desire for understanding, for cooperation instead of hate and conquest, demands a place in every nation's program. Ancient prerogatives and privileges must find new expression through tolerance and the suppression of selfish desire. Perhaps such programs as that which is expressed in the words "to develop an intelligent student opinion on questions of national and international importance"—"to foster understanding among the students of the world in the furtherance of an enduring peace," as worded by many younger minds, is a step in the right direction. It is certainly an attempt on the part of youth "to do something about it."

It isn't bad if it tends to obviate war. It may be incorporated into a definite program of action to aid human society to overtake the advanced levels of economic living.

Surely, we who represent both youth and age ought to be able to offer some little in cooperative thinking and action. Within the last four years, 11,000,000 have gone out from us into a world in which they would orient themselves. They are awake to conditions which exist in nearly every land—to the situations which force even here in America 10,000,000 men and women to wander and suffer without the means to earn their bread. Their desire to live in happiness and economic self-sufficiency are solidly refuted by the "lag" which has accrued in a society where life relationships have failed to keep pace with economic progress. Ignorance of national problems, lack of interest in local and state legislation, have given rise to a general blindness which leaves them groping with their elders in a morass of indecision and threatening chaos. The trouble is not in governmental forms, but in an ever widening gulf between selfish privilege and altruistic service. Greed and avariciousness have misdirected them to their niche in state and national life. They are not represented because they have closed their mental vision to all but personal ends. As electors they have not been trained to social responsibility; their attention toward selfish ends has rebounded to threaten self-destruction. Some few may even raise the cry that democracy is silly. It has proved a miserable failure. Such sentiment is not the voice of the majority, though it sounds a warning.

To the educators of the land it comes as an immediate challenge. Four narrow walls may no longer enclose the activity of the teacher. He must become the servant of society as first was intended through more certain activity in social, economic, and legislative life. Definite responsibilities of leadership rest upon his shoulders. In the marts of trade and in the quiet homes of the nation, a complexity of problems demand the establishment of a machinery of education and understanding. To live with and in the activities of his community, fearlessly to challenge the thrusts of critical antagonism and bear the doctrine of tolerance and service into the valleys of men, to better prepare the present for a crowding future, is his professional task.

Scientific training should offer the approach and the method of solution. Such habits of mind and the daily contact with youth, coupled with renewed and intensified activity in social and economic fields, should furnish the laboratory for investigation and demonstration. The merely inner conviction of an obligation to be fulfilled without consequent effort, or even the more definite affiliation with an organization which incorporates these aims in its program, are not sufficient for the attainment of results. Individual participation and activity are preeminently necessary. They are unavoidable and imperative.

Twenty million from the ages of twenty-one to thirty-five are banding together in various centers throughout the United States today. They need



leadership. Such an army could very easily control a Congressional Assembly or wield the power for beneficent or destructive activity. Without a solution and a program they can lead to unrest and even threaten society. Instead of yearly, half-heartedly exhorting these millions who continue to pass through the schools "to do something about it," we need to come to their aid. The elders must cooperate and counsel with youth.

We who would see given to the masses the fullness of liberty and of justice, we who would preserve for our children the best of historic heritage and tradition dare not allow that the gap widen between social reform and scientific progress. In the words of that great scientist and thinker, A. W. Robertson, or the poet, Grace Noll Crowell, we have allowed

the servant to become the master. The question raised may find an answer if we with youth in the great brotherhood of labor pause to think together.

Now you who once were servant have become  
The master, with your cracking lash and whips.  
You drive mankind before you, stricken dumb,  
To serve you with no answer on their lips.  
Your wheels and belts, your cogs and tramping feet,  
Your spindles and your pistons have the power  
To send men jobless out upon the street,  
Or break them in a single ruthless hour.

Which shall be victor: steel and driving bands,  
Or mind and sinew, nerves and blood and bone?  
Inanimate creations of men's hands,  
Or they who, godlike, walk the earth alone?  
The anxious question lingers on the air—  
Is there a voice to answer, anywhere?

*Machines.*

## The A. F. of T. Fight for Federal Aid

Abraham Lefkowitz

**I**F AMERICA is to solve the problems created by the transition from a scarcity to a surplus economy by evolutionary rather than by catastrophic methods, then it must have a socially-minded, economically informed, and intelligent citizenship. That is the task of public education. Hence self-preservation and intelligent progress demand that society's educational obligations to the citizen of tomorrow be met fully, especially for the forgotten and neglected children of our depression.

Equality of educational opportunity is indispensable and basic in our democracy. And yet the educational inequalities that existed in the heyday of prosperity because of the widely varying ability of states to finance public education, has been greatly intensified by the depression. How can educational equality be secured by individual state action when the wealth per school child (ages 6-17) varied from \$31,313 in the wealthiest state to \$3,978 in the poorest state; that is, children born in the rich state could get at least \$8 of educational expenditure for every dollar spent for the child born in the state with inadequate tax resources. Is it any wonder we find the per capita educational expenditures varying from \$34.50 to \$191.87? If this difference in the ability of states works havoc with educational opportunities of thousands of white children, how terrible and tragic must be the situation for Negro or other underprivileged children.

What has been the result of this varying ability to support education? Thousands of school children have been denied educational opportunity by the failure of schools to open or their closing after a few months of schooling, thus having their educational opportunities seriously curtailed. The need for economy has led to the dismissal of experienced teachers in order that they may be replaced by beginners who are given a much smaller salary. The child who had a full school year was nevertheless robbed of part of his heritage by this process of educational dilution. Along with this undermining process went the elimination of the so-called "frills," which are basic in creative education or in education for a more profit-

able and social use of increasing leisure created by modern technological changes in industry.

Educational opportunity was further undermined and intensified by the partial cessation of capital outlays for new buildings; by the depletion in school repair funds; by the inadequate appropriations for necessary books and other school supplies; by the increase in size of classes brought about by a 1,000,000 increase in school population, a 52,000 decrease in the teaching staff, and the failure to hire additional teachers which this increase in school population justified. Along with these serious curtailments come the increasingly incessant demands of the adolescents and adults for cultural and vocational education and guidance, which alone stand between them and despair, and its consequent break in morale and the undermining of our national stability.

As the citizens of the nation realize that the growing educational crisis is the product of the retrenchment hysteria created or engendered by the campaign of the bankers, economic leagues, and citizens committees controlled by them and their business "giants," they can but wonder what has happened to the vaunted intelligence, understanding, shrewdness, and perspicacity of America's super-business men. Surely, these intellectual giants ought to know that if it were not for the efficacy of our system of public education the present economic order could not have survived with so little disorder. If our business men are motivated solely by the desire for personal gain they ought to know that education, as conducted, has been their best ally, not only because it has meant security in the sense of the preservation of the present unjust and unsound economic system, but also because education multiplies or expands human wants, and that means increased business and profits. In view of the increasing leisure, these wants can be increased enough to satisfy the avarice of the most selfish upholders of the "status quo." And yet our business men seek to limit education to the three R's which means economic suicide for them. What stupidity!

How can our present educational and economic crises be met? Since the Federal Government is

utilizing the best tax resources of the states for revenue purposes, since localities are suffering from overdependence upon real estate which has fallen in value and created much of the tax delinquency which is playing a major part in the creation of budget crises leading to undue cuts and retrenchment, the only available and possible solution is federal aid for education without interfering with state control of education.

Federal aid for state educational purposes, contrary to prevailing thought, is neither a radical departure from tradition nor a new idea. The policy antedates the establishment of our Federal Government. The idea was embodied in both the Articles of Confederation and the Ordinance of 1787 and was continued in the land grants begun in 1802 and culminating in the Morrill Act of 1862 and 1890. The Morrill Land Grants inaugurated a change of policy in the sense of making grants for special rather than for general educational purposes. This principle was carried out more fully in the Hatch Act for agricultural education; the State Marine School Act for nautical education; the Smith-Lever Act for agriculture and home economics; the Smith-Hughes Act for vocational education as expanded by the George-Reed Act; and the Civilian Vocational Rehabilitation Act for disabled veterans of industry.

The Roosevelt efforts in the present educational emergency are inadequate not only because they fail to realize that legislation is NOT FOR AN EMERGENCY but also because the sums appropriated are wholly insufficient to meet the needs of the children and the states. If our government can vote billions for war and mass murder, if it can vote more billions to aid bankers and industrialists whose stupidity, avarice, and extra-legal methods did much to precipitate the depression, why cannot it do at least as much for education upon which hinges the stability and even the survival of government itself? The American Federation of Teachers in convention assembled at Chicago in June, 1934, voted that Federal Aid to education be established as a permanent policy; that part of such aid be utilized for equalizing educational opportunity for the under-privileged children of the nation residing in areas lacking adequate tax facilities and blessed with large school populations; and that *not less than \$600,000,000* be set aside for this purpose. This policy was, in essence, affirmed by the N. E. A. in its convention held at Washington.

The American Federation of Teachers urges every citizen, every teacher, and every member of organized labor to get behind its efforts to secure for education at least as much government assistance as is being given to business men, bankers, and war mongers. The action of the A. F. of T. represents the reasoned judgment of the educational leaders of the nation who believe that education can no longer be the government stepchild. The crisis is here. The states cannot and should not be expected to cope with it. The richest nation cannot do less for its children than the poverty-stricken states of Europe are doing. To every child and every adult should be given the fullest educational opportunity.

In our plea for the neglected or forgotten child we must not let the public be misled about the false propaganda against teachers and the salaries they receive. Thousands of teachers have been denied jobs. Thousands have had their salaries seriously reduced

by one or more salary cuts. Some have not been paid at all or paid in tax warrants which had to be discounted thus forcing them to take additional salary cuts. How far this has gone is evidenced by the fact that 200,000 of our colleagues earn \$750 or less a year and of these 85,000 earn about \$450 a year or less—a fact never headlined in the public press nor ever mentioned by budget committees or citizen committees seeking undue budget cuts.

The financial difficulties which our states face cannot but force the general public to realize that the solution of our problem rests with the Federal Government which has almost unlimited tax possibilities. When contrasted with the taxes levied by the poorer European states our Federal Government has hardly tapped its tax possibilities, which should be definitely used for the redistribution of wealth. Million dollar incomes in the fifth year of the worst depression in history and hundred million dollar inheritances stand as indictments not only of our tax system but of our economic system which permits millions to starve in the midst of plenty.

What are you going to do to give reality to the fight of the American Federation of Teachers and other educational organizations to force the Federal Government to recognize our time honored policy of adequate aid to education as a permanent policy? What are you going to do to secure for the poor child the educational heritage that is his? What are you going to do to see that education receives at least as much governmental consideration as war or big business? Let us pool our collective might, intelligence, and resources to carry out the program of the American Federation of Teachers for the nationalization of money and credit; for the establishment of principles of taxation which will tend properly to redistribute the wealth of America; for securing for education the consideration and aid to which it is entitled; for the elimination of war and poverty; and for the establishment of a cooperative society built upon the ideal of service for the good of all instead of profit for the few at the expense of the many.

## Federal Aid

### Resolution Adopted by the 1934 Convention of the American Federation of Teachers

WHEREAS, Tax delinquency, unsound financing, waste and inefficiency, laws limiting taxation on real estate, and undue reliance on real estate taxes for the support of education have played a significant part in bringing about a sharp curtailment of educational facilities and a serious limitation of educational opportunities for children as well as adults; and

WHEREAS, In many communities there has been a retrogression in the matter of provision of sufficient teachers and adequate curricula, length of school term, provision of medical care of children in the schools, and provision of text-books and supplies; and

WHEREAS, The democratic principles upon which our society is founded call for equal educational opportunities for all children, regardless of location of domicile; and



WHEREAS, Effective education and adequate training of the nation's children is necessary to the survival of our American democracy; and

WHEREAS, The preservation of our American democracy is the first duty of our Federal Government; and

WHEREAS, The Federal Government has expended with a lavish hand billions to subsidize banks, railroads, shipping, aeroplanes, insurance companies, and for war preparation, but voted only \$75,000,000 for educational relief, thus making impossible what is basic in a democracy—equal educational opportunity for the children of the nation; therefore be it

RESOLVED, That the American Federation of Teachers urge the Federal Government to work out and finance a program for equalizing educational opportunity throughout the nation at a desirable level, allocating funds according to the need in each state. Conditions for the granting of such funds should include provisions for a minimum school year, equal standards of education for all children within a given state, the employment of only regularly licensed and qualified teachers, the expenditure of

these funds solely for instruction, supervision, educational supplies, and plant operation and maintenance; and be it further

RESOLVED, That the Executive Council of the American Federation of Teachers be instructed to incorporate in the suggested legislation the following principles:

1. That educational opportunity for the children of the nation be equalized through federal aid.
2. That federal taxation for the general support of education be recognized as indispensable in any sound scheme of educational support.
3. That federal funds raised for educational purposes be not less than \$600,000,000, that they be impartially distributed to every school district of the nation partly on the basis of the need of the district, such need to be determined by the school population and the taxable resources of the district, the sum thus allocated by the Federal Government to be exclusive of state aid and not as a substitute for it.

## Schools vs. People

L. H. Thornburg

### The Conflict

<i>Facts</i>	<i>vs.</i>	<i>Fiction</i>
<i>Youth</i>	<i>vs.</i>	<i>Adults</i>
<i>Enlightenment</i>	<i>vs.</i>	<i>Ignorance</i>
<i>Sound Reasoning</i>	<i>vs.</i>	<i>Shallow Thought</i>
<i>Planning</i>	<i>vs.</i>	<i>Blundering</i>
<i>School Needs</i>	<i>vs.</i>	<i>Money</i>
<i>Altruism</i>	<i>vs.</i>	<i>Individualism</i>
<i>Social Good</i>	<i>vs.</i>	<i>Individual Selfishness</i>
<i>National Good</i>	<i>vs.</i>	<i>Local Indifference</i>
<i>Spiritual</i>	<i>vs.</i>	<i>Material</i>

THE STRUGGLE to maintain the public schools is a conflict between idealism and individualism. It is a conflict between materialism and the ethical, appreciative, and spiritual values of life. It is a battle of progress against the forces of regression. It is the struggle of an outworn educational system to maintain itself and meet the conditions of a new industrial order. It is the struggle of youth and those who believe in youth, against an adult population possessed of a different philosophy.

### The Contestants

Arrayed on one side is a vast army of more than twenty million youths unfettered by tradition, custom, and precedent. On the other side are the combined forces of individualism, egoism, and the selfishness of an industrial order whose prime motive is profits. If we now add to these the vast inertia, the opposition, and the abhorrence of change exhibited by school people themselves, the plight of public education becomes indeed a tragic matter.

### Some Major School Problems

Back of the conditions which make public education what it is there are many factors which must be considered before the school problem can be approached with any degree of understanding. The blundering stupidity of local control combines with a total lack of any plan for the schools. The incomprehensible muddle of school finances is reflected in the lack of opportunities offered the pupils and the students. The lack of status and prestige accorded the teachers is evidenced in the lack of national standing of public education. The overcrowded conditions in the class rooms reflects the mass production methods of our factory system in industry. The hue and cry against school consolidation, the flimsy excuse of local pride in the local school, is just so much "bunk" when we consider the hundreds of schools that have closed their doors because those who controlled them failed to think or plan.

Some schools are excellent; others are not. Some have enough money to provide for their needs; many others do not. Some hire an excellent corps of teachers; others do not. Some localities pay their teachers a living wage; others don't pay them at all. Some states have passed tax laws that provide good schools; others have not. A very few of the school board members have the social point of view; the others do not. A few of the colleges and universities make their students work; the others do not. A very small number of those who enter teaching intend it as a permanent vocation. A very small number of the teachers are males, about twenty per cent. Many of the school teachers today receive less pay than the common laborer. School finances are dwindling and school enrollments increasing. Worst of all, there



is nowhere any concerted, planned, effective effort being exerted to remedy these conditions.

### No Plan for the Schools

To understand the American public schools is to understand the American people with all their hopes, aspirations, desires, habits, and customs, and this is impossible. It is not impossible, however, to point out some of the broader aspects of the school problem which must be solved in the very near future if the schools are to continue to function. Because of the differences between people and localities the schools differ in their practices. No two people are alike and no two schools are alike and we would not want them so. What we do want however is enough coordination, unification, and planning between these schools to make them function for the common welfare of all the people. Some central governmental agency is needed so that some plan can be effected which will work.

Developing as it has under local control, our public education program has been woefully inadequate in meeting the needs of the people. This fact becomes increasingly evident as we struggle with the changes which we have had to make since 1929. Since this date we have been discovering something about the complexities of our social order, which we thought was running so smoothly. We have discovered that character development and ethical concepts do have their place under any plan of government. To have avoided the present economic crisis, government with all its institutions would have needed a planned economy, and if we had been governed by wisdom, we would have seen to it that our schools were planned. As it is, all our institutions have developed and expanded as expediency dictated without thought of the morrow.

Planning has been conspicuous by its absence especially with the schools. Where one good school would have served the needs of the community, two poor ones have been allowed to struggle along. The people who controlled them could not be bothered to plan a better way. As the population has increased school enrollments have increased until today the mass production methods practiced by the schools are accepted as the only solution by the educators and the public.

### Overcrowded Class Rooms

The open door policy of equal educational opportunities has constantly crowded the class rooms beyond the point where efficient instruction can be offered. Harassed administrators have all too readily given in to many practices and policies which nullify the work of the teachers. Many of these measures are supposed to save the schools money, but a check-up will often prove that it has been wasted. Recent studies have been made by some educators purporting to prove that the size of the class is limited only by the voice of the teacher. Many superintendents have used this one study which referred to the academic subjects as the excuse for crowding all the class rooms to the bursting point. Many teachers are now forced by school superintendents to pass pupils and students through the educational mill whether they have actually accomplished anything or not. The prevailing attitude is pass them on—get them through—stamp them with a diploma of graduation. Never mind

whether they know anything or have accomplished anything. Going through an educational mill guarantees an education—but does it? Is it not true that the prevailing low standards are the cause for criticism by both the students and the parents?

The people always expect many things of the schools which are impossible, and it does not help the present situation for these school leaders always to evade the real issues. The public would deal more fairly with the schools if they could get the truth about present conditions. Muddling diplomacy and fence-straddling never have solved school problems, and they never will.

### Head vs. Hand Training

The work of the mechanic, the carpenter, the butcher, the baker, and the candlestickmaker, in fact all the skilled occupations of the world, are learned through actual practice. But school practices are of a different order. Here, youths are forced to learn what they do learn, largely by the telling method and not by doing or practicing or manipulating. This means of instruction is used not because it is the best, but again because it is the cheapest.

It is true that many schools have included some subjects which provide for manipulation and expression other than vocal, but these have been the first subjects to go under the stress of economy. They are the first to go because they cost more money. Merit has had little to do with the elimination of these subjects. The ultimatum goes forth that school costs must be cut, and cut drastically. The school board then decides in favor of the academics, those subjects which prepare for college entrance. Are not these others fads and frills which were placed in the curriculum when times were good and when they could be afforded? Out with them. Scrap the costly equipment, discharge the music teacher, the home economics teacher, the art and mechanic arts teacher. Load up all the other classes with the students from these departments, save money, and cripple the schools.

The truth is that the money to support public education has depended too much upon the social conscience of the people, and not enough upon the values, both tangible and intangible, of a good education. The schools are not charitable institutions notwithstanding the propaganda of recent years which has tried to prove them so. They stand for something more than the dominant acquisitive philosophy of the people. Public education is basic to our form of government, but to admit this fact without acting upon it does not help the schools today. Hand and head training go together, and trained hands are not so apt to get into mischief or into penal institutions. Teaching entirely from books will never equip boys and girls to enjoy the good life to the fullest. With the increase of leisure time the schools must branch out and provide more of those subjects which deal with hobbies and wholesome enjoyment. The failure of the schools to offer subjects other than those from books may be a contributing factor in the prevalence of youthful crimes today. The aims of the schools are the aims of democracy, but one social institution cannot alone perform the task of democratizing the people if it is forced to do it entirely from books.

### Hindsight vs. Foresight

The organization of the schools into thousands of local units has been the greatest barrier to their progress. They have not only lacked a plan, but the scattered control which exists has foredoomed any possibility of obtaining one should it be desired.

The local community does not visualize its school as an integral part of a complete educational whole. It does not picture its school as part and parcel of a complete and functioning unit because there is none. Instead of one national system the United States has school systems. Instead of a planned unit it has thousands of unplanned and uncoordinated units. This may have been excellent practice when roads were poor, when transportation and communication were difficult, but the little red school house has served its day. The difficulty is that the people who control the schools will not admit it. To do so would be to part with what they call their local pride. One hundred and fifty thousand one room schools scattered throughout the United States taught largely by young women teachers bear witness to this local pride. The case against local school management becomes all the stronger when a sign which reads, "School Closed," hangs on the doors of nearly twenty-four hundred of these schools. This does not speak so well for the local pride which is used as an excuse to maintain local control. Consider also, that in most of the other schools which are open, the class rooms are so overcrowded that the efforts of the teachers are largely wasted.

Without adequate equipment, books, or supplies, and facing conditions which annually grow worse, the morale of the teachers is broken. They have a sort of hang-dog expression as though they were apologizing to the world for their chance even to live. They are so afraid of losing their jobs and going on the relief that they accept anything. These conditions coupled with the growing cynicism of youth are danger signs which must not be overlooked much longer.

From the signing of the Constitution down to the present the school problem has been side-tracked for what has been considered the more practical, concrete, and material values in our society. The schools were turned over to the states by the founding fathers and scarcely mentioned in the Constitution. The states turned the schools over to the local districts. Whatever authority the states now exercise over school control has been regained almost in every instance by a bitter struggle between the progressive and the conservative elements in these commonwealths. The schools are considered the private property of these local districts to do with as they please, and any form of centralized control is vigorously opposed.

### Federal vs. Local Control

Consider the paradox of our claims for superiority of educational opportunities and the lack of status accorded public education. Eighty-two other nations esteem their educational program important enough to warrant a national secretary of education, but not the United States. Faced as we are today with the necessity of increasing federal control in almost every other field, public education is not considered. It remains much the same as it was a century ago. It remains the same because the people who control the schools try to maintain them as they have always

been maintained. They regard all school matters in the old way because shallow thinking instead of good judgment and sound reasoning has served as a guide in school affairs.

Consider for a moment the nearly impossible task of educating the thousands upon thousands of school board members scattered throughout the United States to the urgent necessities of the schools. How can it be done without some centralized organization that is effective? The crying need is an organization that is dynamic, forceful, and militant, to fight the school battle for youth.

What response would be forthcoming from these thousands of school boards who have bitterly assailed the three C's of learning, Character, Citizenship and Culture?

Are not these three with their subjects of music, art, mechanic arts, and domestic science the ones which have been called the fads and frills by many of these school board members? Who is to tell them what is a fad and what is a frill? Honestly, are they capable of judging this matter all by themselves? Is it not true that these people by a process of rationalization assert that what was good enough for them is good enough for the youth of today? They not only fail to take into account the inevitability of change but close their minds to its necessity. The older generations always have a tendency to build up a body of sentiments which prove stronger than their reason. It is so easy to do this where these false sentiments save money.

Consider for instance, the sentiments connected with the little red school house. It has been a wonderful institution in American life, but because it has served well in the past does not argue that it serves well now—but sentiment will declare that it does.

The public schools have always been faced with a crisis of one kind or other, because every progressive advancement has been opposed by those elements in our society which resist changes of a social nature. There does come a time, however, when resistance does not solve the problem, and that time is here for the public schools. It is here because the schools cannot solve their own problem without outside help. They have no organization to solve it because the authority to maintain the schools rests in the hands of the local communities. If thousands of these local units are so short-sighted as to deprive their young of their chance to an education, then it is certainly up to the more enlightened of our citizens to take a hand. If they do not, no one else will. While we are doing all this talking, thinking, and planning about our economic system, let us not forget that the schools are woven into its very core. Let us do a little planning for the schools and see if it will not be economical in the long run. We should remember that this school problem is an old one whose solution we have left largely to time and chance. Some phase of it is always under discussion at educational meetings, but little ever seems to come of these discussions. Why? Because the school people, teachers, pedagogues, educators, whatever you wish to call them, have but little to say about the schools. They may return from these educational meetings all "pepped up" and ready for anything, but they soon have the wind taken out of their sails when they tangle with the local authorities and the local school board. They meet with stubborn resistance and are promptly told to mind their



own business if they wish to keep their jobs. The local Chambers of Commerce and other social eating clubs will all tell you that the schools must be saved at any cost, but they want you to understand that they will do the figuring.

These gentlemen should figure a little less closely on the present and a little more on the future, because the old gods have vanished and some new ones must be set up in their places. The old brand of individualism is now more ragged than rugged. The schools must help build the new order which is inevitable. We cannot afford to raise up a fresh crop of cynics—not just now at least. These gentlemen, whose actions speak louder than words, should remember that in educating and training our American youths, in giving them balance, in shaping and moulding their characters and their social outlook lie our hope for the future.

### Wanted, a Code for School Boards

Local school boards need to be governed by a code because of their unfair practices. There are little chiselers as well as big ones and they are found in the schools as well as elsewhere. School boards are:

- Too busy to give proper attention to the schools
- Lack genuine interest in the schools
- Are not students of education
- Are often controlled by the largest taxpayers
- Are governed by petty politics
- See the tangibles but not the intangibles
- Cut salaries to build new buildings
- Permit personal prejudice to dominate judgment
- Do not recognize teaching as a profession
- Are secretive in their policies
- Hire teachers because of pressure
- See only local conditions
- Fail to comprehend the changing times
- Resent interference by the state
- Stress athletics and ballyhoo side of education
- Cut off the head of a progressive superintendent
- Dismiss teachers because they do not like them personally
- Do not pay teachers enough to live on, then discharge them because they cannot pay their bills
- Demand the best but do not want to pay for it
- Discriminate against married teachers in order to hire own relatives
- Judge the efficiency of the schools by externals
- Make up shortages out of public school funds
- Practice false economy in make-shift procedures
- Consider the cheapest way the best
- Seldom visit the schools
- Are not competent to formulate or maintain good policies
- Lack backbone to do the right thing when they know what it is
- Do not seek expert advice when available
- Claim experience in teaching does not count
- Look upon teachers as mere servants
- Ignore their rights and privileges
- Hire a preponderance of women teachers because they are cheaper
- Base salaries of teachers upon their economic condition rather than their fitness or experience
- Cut salaries of old teachers to create new departments for own sons and daughters
- Do not regard experience in teaching
- Base salaries upon least amount they must pay
- Cut salaries because everyone else is doing it
- Permit one or two members to control the board
- Lack ability to visualize the schools in relation to society at large
- Do not have state or national point of view
- Do not know the aims of education

And so on, ad infinitum, if you wish—but why say more?

All these criticisms do not apply to all school boards but most of them have been weighed in the balance and found wanting in the many essentials which are

necessary to control the schools. This explains why the schools are where they are today—but what's to be done about it? Who has the authority to say that the schools shall be improved? The people, of course, but they cannot improve them unless they are provided with leadership to point the way.

### Some Suggested Remedies

In the light of these facts the only hope for improvement lies with the Federal Government. The remedies must come from the top down, because they will never come from the bottom up. There is ample proof for this statement in school conditions today.

We should begin by giving public education its proper place and importance as a national, not a local, institution. The Congress and the people should invest the Federal Government with the authority to form a plan for the schools and then pass laws to make the plan work.

Public education must have prestige and standing as a unit of the New Deal if balance is to be maintained between all our social institutions. The school finance problem must be solved. The overcrowded conditions in the class rooms must be solved. The whole teacher problem must be solved. If the rolling stock of the railroads is important enough to demand a coordinator, what about a coordinator, a secretary for the rolling-stock of youths wandering around the country? Aren't these youths as important as railroads?

There are men and women in the United States who have the ability to solve this school problem, or to begin to solve it if they are given the chance, but only the Federal Government can open the way.

Left to themselves the forty-eight states with their forty-eight separate systems of education cannot pull together to maintain a school system which is adequate for the needs of the times. Public education needs a good stage manager and a strong advertising department. There is nothing dramatic about the every-day work of the schools. Because our public schools are so close to the people, they accept them without considering their importance.

School control being what it is, and the schools being what they are, increases the problem especially during times of depression. Socially minded intelligent citizens and teachers of the nation should flood Washington with letters demanding federal aid for the schools and a strong interest and activity in the problem of education on the part of the Federal Government.

**Educational Planning Commission To Ask State for Half Cost of Schools.**—The Michigan Educational Planning Commission, which is working with Dr. Voelker, Superintendent of Public Instruction, proposes that approximately \$25,000,000 be raised and spent by the state in support of public schools. The proposal calls for a subsidy of 50 per cent of the cost per pupil of operating costs for the preceding year, the maximum aid for any one district not to exceed \$34.00 per child.

Revenues suggested by the Finance Committee include \$15,000,000 specially allocated from retail sales tax, \$8,000,000 from funds already being distributed from revenues, and \$10,000,000 to \$15,000,000 from a proposed new tax on classified personal property.



# Toward a Better Life

Harry S. Belman

**I**N AN article in the March 17, 1934, issue of the *Saturday Evening Post*, Mrs. George B. Simmons, a Missouri farm wife, seems to be extremely perturbed when she views the present scene in the unfolding American drama. No doubt many more like her are disquieted by what they deem to be the ruthless and unconscionable efforts to tear away from our citizens the last remaining vestiges of individual liberties so dearly purchased by their pioneer ancestors. She is concerned because the government, which evidently is some monstrous ogre, is taking a more active part in ordering our lives, and is even daring to meddle with the time-honored tradition of a gold dollar whose content shall be unchangeable until the world ends. She is worried because taxes are being imposed which may interfere with the usual efforts of business and of agriculture to keep on producing the good, old-fashioned surpluses and the bumper crops which in turn cannot be fully used because the means wherewith to place these commodities in the hands of the consumers are being gradually made more difficult to acquire. This admittedly proud descendant of the brave subduers of the wilderness and the wilds of our frontier can see no hope for the future of our country unless we turn back to the old ways of "lower taxes, lower interest" and a let-alone policy. Our simple farmer-ess can see little, if any, good in the present efforts which are being made to provide us with a planned and scientific economic and political life, because it interferes with individual liberty and "go-getter" initiative. In her desire to experience a reversion to the methods and practices of the glamorous old days when almost everyone was for himself first, unless some particularly obvious situation presented itself to arouse one's pity, Mrs. Simmons forgets many things that are worth while remembering.

I, too, am uneasy as I gaze upon the situations and the problems that confront us, but my anxiety is not of the immediate moment nor of a personally pressing difficulty which tends to warp one's judgment. I have observed and studied the tendencies of the times, and I noted in the years from 1920-1932 the growing feeling that individual rights and privileges transcended those of the group; that the granting of special favors of one sort or another, both private and governmental, were the usual and often the desirable avenues for advancement to wealth and power; that tax evasion, law breaking, grafting in high places, senseless and extravagant expenditure of tax monies as well as of privately invested funds, and other equally criminal and reprehensible activities were condoned and hushed up in the interests of keeping the "apple-cart" upright. My concern about the situation at present is not, therefore, that government's activities may be impeding the normal trend of economic recovery. What worries me about the immediate condition of affairs is that not enough is being done to aid the process whereby we will arrive at a better life for all.

The questions I ask myself now as to our ultimate destination are relatively simple and easily disposed of compared to those that pressed in on me during the past decade when we were riding the crest of the wave of so-called material prosperity. As the scenes of the immediate past flash before me, I still wonder why it was necessary that approximately fifty per cent of our population was near to or actually on the borderline of poverty even during the fabulous years of the nineteen-twenties. I cannot understand why it was that we had yearly such a large number of people out of work and that in 1928 and 1929 the estimates of unemployment indicated that from 3,000,000 to 5,000,000 of our fellow citizens could not secure an opportunity to earn a living. Certainly it is not true that our prosperity and well-being depended upon the work of children both in industry and in agriculture, nor did it require the long hours of drudgery and monotony so prevalent during this "boom" period to bring to us more wealth and comfort. Still, a powerful group in our country obstructed and hindered the speedy ratification of the child labor amendment and the necessary reduction in working hours. It is only since this depression has become more acute and more long-drawn out that the forces opposed to such forward steps have temporarily withdrawn from the field.

When I remember the orgy of stock market speculation, the flood of misinformation and misrepresentation with regard to investments, the 9,200 bank failures of that period, the cry of "less government in business and more business in government", I cannot help feeling that those days should not be duplicated again. I shudder at the thought that the type of business and banking activity for which Insull and Mitchell stand as models may return to plague us once more. Repeatedly the question obtrudes itself upon my consciousness as to whether it was just in the past to impose higher and higher tariffs for the benefit of a select few who were close to those in control and to the detriment of the many, including our agricultural population. It is a source of wonder to me still that our business governments of the past three administrations were so anxious to lower taxes and to make refunds to certain individuals while they gave no thought to the future and failed to do the business-like thing of building up a surplus for probably difficult times. I cannot understand by what process of reasoning a government like ours arrived at the conclusion that it was desirable for a national bank to loan millions of dollars secretly to another government which was notoriously corrupt and hopelessly inefficient. It is not possible to forget or to forgive the so-called financial experts who deliberately and knowingly disposed of bonds (at a profit to themselves) of South American countries that they knew could never be repaid. We may well feel ill at ease about the future when we allow business to remain in the control of industrialists who speculate with the money of stockholders, who pay

huge bonuses at the expense of dividends, and who boldly and brazenly state that they consider the business to be theirs rather than a trust which they have been called upon to administer. Can we also consider statesmanlike the attitude of business leaders who pay dividends at the expense of adequate wages, and who are so short-sighted as to be unable to realize that it is the purchasing power of the major portion of the population that creates business rather than the profits of the proportionately few stockholders? Nevertheless, there are many who cry out for a return to those days when individualism and unrestrained and anti-social activities were the rule and not the exception.

The thoughtful person who reviews the evidence may ask himself again and again, "What is this government of ours? What is this democracy of which we seem to be so proud? Where is it going? Do we actually believe in its principles? What must be done to make democracy work?"

The answer to these questions does not lie in a return to the past. The solution will be found in a revaluation and a reapplication of the fundamental principles upon which our government rests in the light of the new situations and the previously unheard of and unexpected problems that present themselves from day to day. My purpose is not to do this here. I merely wish to point out that what lies behind us is not always a fit or desirable criterion upon which to base any action looking toward a better way of living for the great majority, and I am not forgetting the good that has been inherited from the past. However, for the sake of clarity, I shall attempt to define democracy as it appears to me.

Democracy, in my opinion, is a state of society in which each individual is given the opportunity to develop and to expand to the fullest extent of his capacities and interests so that as a result he may contribute to its welfare and to the well-being of the people in that society. The citizen who understands the ideals and the aims of democracy is one who is cooperative, law-abiding, intelligently forward-looking, and who is interested in strengthening those social institutions that, through the control they exercise, provide the greatest possible amount of freedom consistent with the well-being of society as a whole. Government, therefore, is the agency which is set up to make possible each individual's greatest growth and to devise ways and means whereby there will be no conflict between the interests, capacities, and aptitudes of its citizens.

A philosophy which encourages and extenuates rampant individualism, unrestrained competition, and merciless destruction of anyone who interferes with the efforts to gain private wealth does not jibe with the above formulated theory of democracy. Regardless of the material progress we have already made, it seems to me that such a pernicious and devastating theory of the relationships between human beings as I have indicated in the first sentence of this paragraph will surely not be able to bring us out of the morass in which we find ourselves at present. Neither is it a solution of the problem to say that the cure for our stomach ache depends upon the operation of the natural forces that, while they work slowly, bring about starvation, lack of work, deterioration of physique and morale, the closing of schools, the curtailment of medical services, and an increased load upon public and private charitable institutions.

Rather shall we work ourselves out of this seemingly insurmountable pit by a keener realization of the need for closer cooperation and a more whole-hearted willingness to give up what we consider are our inalienable rights and privileges as the possessors of that glorious liberty that the founders of this country visioned. With this in mind I cannot see any injustice in the application or the workings of the fundamental economic laws, and I cannot see any crying need for substituting for them certain theories that may be new and untried, but the difficulty lies in the way the present seemingly acceptable political and economic principles have been distorted and twisted to serve selfish purposes. For example, the operation of the law of supply and demand is regarded by many as a fixed and unchangeable process. Therefore, they maintain, no attempt should ever be made to control production since it will eventually be righted in the natural course of events. If this were true, then certainly there was no need for the exceedingly heavy tariffs imposed in recent years on the products which we imported from other countries. A natural working out of economic laws should, theoretically, have proved to be the most satisfactory to every one. However, the champions of individualism who are anxious for a return to the "good old days" consistently tampered with many of the basic principles of economics. Now, of course, they claim that it is wrong to attempt any intelligent system of control because it hampers individual liberty of action. It is evident, therefore, that as long as we adhere to an entirely individualistic theory of economics we shall never be able to overcome the effects on our society of the pressing desire for personal gain which operates regardless of the damage that is done to the community welfare.

I am not grievously upset, therefore, when I see the attempts that are being made by our government, by us really, to solve our difficulties collectively. I do not think it is a cause for shame and mortification that we are trying to lift ourselves by community effort out of the vale of despair and depression into which we have been plunged. We should be proud of the fact that we are bold enough to experiment, that we are unwilling to let well enough alone, that there are some among us who have seen a light toward which they are steadily pressing in order that more of us may benefit from the abundantly available means provided by men and by nature.

I cannot agree with the critics of the present efforts of the government who maintain that these activities are all wrong and that the "hands off" policy in the control of business activity should be applied again. Any attempt to set up agencies and plans which are designed to bring about recovery plus reform on the magnitudinous scale that is being done now is bound to be faulty and imperfect because we as human beings are limited in our capacity to change and to adjust ourselves to new situations. We should not confine ourselves, however, to the rather obvious and easily discernible temporary injustices and petty deficiencies that crop up. We should consider the ultimate and final goal of the struggle that is now being carried on, and if we can be fairly certain that it may result in a better society, then we must conscientiously assist in attaining this objective.

(Turn to page 16)



# A Critical Evaluation of the American Federation of Teachers

## A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in the Department of Education at Smith College, May, 1934

Aileen W. Robinson

### CHAPTER I

#### INTRODUCTION

##### *Background of the Problem*

**B**ESSIE PIERCE, Professor of American History at the University of Chicago, in the foreword of her recent book on *Citizens' Organizations and the Civic Training of Youth* (11, IX), quotes Alexis De Tocqueville's interesting observation on American life of nearly one hundred years ago. Said De Tocqueville:

Americans of all ages, all conditions, and all dispositions, constantly form associations. They have not only commercial and manufacturing companies, in which all take part, but associations of a thousand other kinds—religious, moral, serious, futile, general or restricted, enormous or diminutive. The Americans make associations to give entertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries to the antipodes; . . . If it be proposed to inculcate some truth, or to foster some feeling, by the encouragement of a great example, they form a society. Wherever, at the head of some new undertaking, you see the government in France, or a man of rank in England, in the United States you will be sure to find an association.

Although De Tocqueville did not mention teachers, they too, have been conscious of the effectiveness of joint action in shaping public opinion in a democratic society, and for a great many years had their associations. The National Education Association, the American Association of University Professors, the American Federation of Teachers and the Progressive Education Association are among those most active at the present time. A complete list, however, would be long and impressive.

In spite of the fact that the profession seems well supplied with associations, the past year has seen an ever-increasing demand made upon the teachers of the nation to organize effectively, that they may come out of the schoolrooms and participate with impunity in the life of the community. A notable example of this type of demand is *A Call to Teachers of the Nation* (65), a pamphlet issued in the fall of 1933 by The Committee of the Progressive Education Association on Social and Economic Problems. Whether it be in periodical, book, or educational conference, this demand for powerful organization has been present. The constant repetition of this theme aroused the interest of the writer in teachers' organizations and suggested several questions. Why this talk of powerful organization? What are the existing organizations doing? What is effectiveness in a teachers' organization?

Obviously, this field was too broad for the scope of a thesis. Consequently, after a preliminary sur-

vey, one organization was selected for a more careful study, namely, the American Federation of Teachers, affiliated with the American Federation of Labor.

##### *The Problem:*

The preliminary survey had disclosed the fact that the American Federation of Teachers had an interesting social and educational philosophy. The following questions invited investigation. What is the American Federation of Teachers attempting to do for teachers? Does this organization answer the current demands for an effective teachers' association? Why is it so little known, even among educators? If it be so obscure, can it truly be considered effective? In other words, the purpose of this thesis was to attempt an evaluation of the American Federation of Teachers in American education, and to try to determine whether or not there is a place for such an organization.

##### *Method and Material*

The history of the American Federation of Teachers seemed a logical beginning for the study. When and why was it formed? Has it grown and prospered? What is its present status? These questions were the basis of inquiry for Chapter 2. Material was difficult to obtain, as no published studies were available. Three unpublished Masters' theses on the history of the organization afforded the greatest help in preparing this chapter.

The object of Chapter 3 was to analyze and discuss the aims of the organization. The *Constitution of the American Federation of Teachers* (67), which states its general aims, and the convention reports of the annual meetings of the Federation, which discuss these aims in more detail, provided the chief source for this section.

In Chapter 4 the methods and activities of the American Federation of Teachers were investigated. *THE AMERICAN TEACHER*, official monthly periodical of the organization, furnished much of the material for this section.

An effective teachers' organization would surely have to adapt its policies to meet the present crisis in education. Chapter 5 dealt with this aspect of the situation. The material on the crisis came largely from the government bulletin (70) issued in November, 1933, while the *AMERICAN TEACHER* again furnished news of the activities of the American Federation of Teachers.

Finally, in Chapter 6, an attempt was made to answer the question, What is the future of this organization? Current periodicals, a new book on edu-



cational philosophy (9), and reports of the 1934 educational conferences were examined to determine the present trend of educational "public opinion".

### *Difficulty of the Problem*

One outstanding difficulty arose in the preparation of this thesis, due to the controversial nature of the subject. Practically all the material available was of a propagandist character. The aim has been to maintain a fair, impartial, and critical attitude, in spite of propaganda. Convictions, which have been formed in the course of the study, may have crept in to color the statements. These convictions, however, were not preconceived, and they perhaps spring inevitably from what Mr. Charles Beard (2) so aptly calls our "frame of reference", and from which, whether we hold it consciously or unconsciously, we can never quite divorce ourselves.

## CHAPTER II

### HISTORY OF THE AMERICAN FEDERATION OF TEACHERS

#### *Pre-Organizational Efforts at Unionizing*

The American Federation of Teachers is a unique organization in American education in that it is the only teachers' association organized on the union basis and affiliated with the American Federation of Labor. It was through the process of evolution that this method of organization was arrived at, and only after many years of experimental attempts in this direction.

The plan for affiliating with Labor, as far as can be ascertained (1, 58), was first tried in 1902 when the San Antonio, Texas, Association received its charter on September 20th from the American Federation of Labor. Later in the same year the Chicago Teachers' Federation affiliated with the Chicago Federation of Labor. Because the American Federation of Teachers was originated in Chicago, and because conditions there, even to this day, are of peculiar interest to those studying American education with relation to its social environment, the history of the formation of this particular local is of special importance.

The Chicago Teachers' Federation was organized in 1897. It began its career by fighting for a salary increase for the teachers, which it was successful in obtaining. Soon, however, the Chicago Board of Education, pleading poverty, reduced the salaries again, until in 1900 the salary scale in Chicago was back to the level of 1877. (4, 91)

The teachers, aware that the public-service corporations of the city were not paying taxes, decided to study the situation, and appointed Margaret Haley and Catherine Goggin as investigators. This investigation resulted in legal proceedings to assess the property of the tax-dodging public-service corporations. The teachers won their case and the city was awarded \$600,000 a year in taxes. The Board of Education, as a result of this litigation, has received annually, since 1902, \$249,554. Instead, however, of restoring the salary scale, the Board attempted to use this new-found money to erect new buildings, to paint old ones, and to pay the coal bill. The teachers, incensed at this action of the Board, secured an injunction restraining them from using the money except for the payment of teachers' salaries. (1, 87.)

So, eventually, the teachers carried to a successful conclusion a fight against the Board for adequate salaries. The struggle convinced them, however, that the Board, appointed by the Mayor and notoriously a tool of politics, was in the control of the moneyed interests, as were also all the Chicago newspapers except the *Journal*. (4, 94.) Feeling the need of support in their battle against vested interests, the teachers began to look to Labor, which had demonstrated that it could be counted on to support progressive and enlightened educational measures. Many prominent Chicagoans, including Jane Addams, urged the teachers to affiliate with Labor, and so, in November, 1902, the Chicago Teachers' Federation affiliated with the Chicago Federation of Labor. (4, 94.)

Consequently, in 1902, two patterns of affiliation with Labor were established. In the case of the San Antonio teachers the affiliation was with the American Federation of Labor itself, but in the case of the Chicago Teachers' Federation the affiliation was with the local Labor body. Due to these two steps, debate raged in educational periodicals on the question of the advisability of teachers unionizing—a debate which has gone on ceaselessly ever since.

From 1902 until 1916 twenty teachers' organizations in ten different states affiliated with Labor. Some of these were short-lived, due to a variety of causes; non-payment of dues, loss of interest, lack of continued need, or local suppression. (74, 8.) The heavy mortality seemed to show that teachers' locals in small, widely separated cities could accomplish little, and that cohesion was needed. This period of experimentation in affiliating with Labor, however, pointed the way for the American Federation of Teachers in 1916.

In 1912 the Chicago Federation of Men Teachers affiliated with Labor, and a year later the Women High School Teachers took the same step. Thus, there were three teachers' associations in the city of Chicago affiliated with Labor, and this soon provided the nucleus for the American Federation of Teachers.

#### *Organization*

The Chicago teachers, affiliated with Labor, made many powerful enemies, because of their success in exerting pressure on the Board, and in making the utilities pay back taxes. Consequently, in 1915 Mr. Jacob Loeb, chairman of the Board's Committee on Rules, secured the adoption of an amendment to the rules of the Board of Education which prohibited "membership by teachers in labor unions, or in organizations of teachers affiliated with a trade union . . . ." The Board in effect ordered 3,000 teachers to resign from their organizations. (4, 53.)

An injunction was obtained by the teachers, restraining the Board from this action. The Board immediately revised the rule, but taking advantage of its tenure arrangement, which limited all appointments to one year, soon thereafter dismissed sixty-eight teachers, forty of whom were members of the Chicago Teachers' Federation, affiliated with Labor. (16, 446.)

Numerous conflicts with an autocratic Board, and constant struggle to obtain an adequate salary schedule and tenure rules, convinced the Chicago teachers that the time had come to organize a national asso-

ciation of classroom teachers. (72, 19.) Thus, it appears that the formation of the American Federation of Teachers was a direct protest against existing abuses.

A call was issued to all the locals at that time affiliated with Labor, and those known to be contemplating such action, to meet in Chicago on April 15, 1916. Only four locals were represented by delegates, but an organization was effected at this meeting. The constitution was framed, officers were elected, an Executive Council of eleven members was appointed. Of the eight charter locals six had formerly been affiliated either with local Labor organizations or directly with the American Federation of Labor. (72, 20.)

The eight charter locals, with a combined membership of about 2,800 were as follows:

- Local 1. Chicago Teachers' Federation.
- Local 2. Chicago Federation of Men Teachers.
- Local 3. Chicago Federation of Women High School Teachers.
- Local 4. Gary, Ind., Teachers' Federation.
- Local 5. Teachers' Union of the City of New York
- Local 6. Oklahoma Teachers' Federation.
- Local 7. Scranton, Pa., Teachers' Association.
- Local 8. High School Teachers' Union of Washington, D. C.

Application was made at once for affiliation with the American Federation of Labor. *THE AMERICAN TEACHER*, a magazine published by a group of individuals in the New York Union, was endorsed as the official publication of the Federation. (72, 20.)

With the granting of the charter by the American Federation of Labor on May 9, 1916 the American Federation of Teachers was duly constituted, much as we know it today.

#### *Growth: 1916-1921*

The first two years saw many obstacles to be overcome. Particularly overpowering was public opinion against affiliating with Labor; and hostile Boards who exerted pressure against the new teachers' organization were many.

Just one year after the American Federation of Teachers was organized the Chicago Teachers' Federation withdrew. This step was taken because they had been given to understand that their members who had been dismissed by the Board would not be reinstated in their former positions while the Chicago Teachers' Federation remained in the American Federation of Teachers. It was a serious blow to the new organization to have this large and militant local withdraw, for it meant the loss of a very large percentage of the total membership. (72, 60.)

Other locals, subjected to local pressure, dropped out during this period of early years, so that growth was slow, and the element of disintegration always present.

Following these early struggles came a period of phenomenal development. Statistics on membership and the number of locals chartered show the contrast between the early period of slow growth and the later one of rapid development. The Federation had been organized in April, 1916, with eight charter locals and a membership of about 2,800. Two years later, on July 1, 1918, there were twenty-three locals, which show that fifteen locals had been organized during that period of the first two years. (58, 557.) In March, 1920, one hundred and forty locals had been

chartered, with a total membership of about 12,000 showing that during this second period of two years one hundred and seventeen locals had been organized. (57, 729.) Thus, it seems reasonable to characterize the early development of the American Federation of Teachers as two years of slow growth followed by two of very rapid development.

The growth is so startling that one wishes to know the reasons for it. These are difficult to determine and various conjectures have been advanced. The most reasonable seem to be: first, that this was a period of similar growth for the American Federation of Labor, and the American Federation of Teachers was benefiting from its affiliation; secondly, that the economic and social status of the teacher was intolerable, and teachers were welcoming this new organization which was seeking to remedy conditions. (72, 65.)

#### *Decline: 1921-1927*

Following this period of growth came a period of decline and disintegration. It was so great that at the low mark less than twenty per cent of the total charters issued remained operative. (72, 68.)

Mary Barker, who was then president of the Federation, summarizes the reasons for the decline, in a letter to Mr. Graybiel, dated August 26, 1927, as follows:

1. Following the World War, capital made a wide-spread attack against organized labor. The American Federation of Labor lost millions of members and the American Federation of Teachers affiliated with it lost its share.
2. Teachers have long been a conservative and yielding group and have been made a target for criticism because of their status as "employees of the public."
3. There is a strong prejudice against public servants affiliating with Labor.
4. Labor, when its own crisis came, was forced to withdraw help which it had been giving to the A. F. T. and therefore all national organizers had to be recalled.
5. Teachers flocked to the Federation for economic and social aid, and when help came they forgot the source from which it was derived.
6. Teachers entertain an "inferiority complex" concerning their affiliation with Labor.
7. The N. E. A. has been waging a fight against the A. F. T. (72, 69.)

The losses of this period seem to have been especially great in the smaller cities and those isolated from strong labor contacts, but there is a decided lack of definite data on the entire period.

#### *Renewed Growth Due to the Depression*

After this period of decline, steady growth took place once again. The membership for the year 1927-1928 showed an increase of twenty per cent. This came as the result of the formation of nine new locals, and also of the growth in membership of the established locals. The Convention Report of that year (41, 7) attributes the steady, natural growth to "a progressive program and constructive work."

The following year saw a continued increase, so that it would appear that, even before the onset of the depression, the American Federation of Teachers had again entered a period of growth. (42, 7.)

(Turn to page 16)



# A. F. T. Official Family

## President

### Raymond F. Lowry, Toledo Local 250

A.M., Ohio Wesleyan University; President, Toledo Federation of Teachers, Local 250; instructor, Nankai University, Tientsin, China, 1920-1926; head, Department of English, Woodward High School, Toledo; instructor (part time), University of Toledo.

## Secretary-Treasurer

### Florence Curtis Hanson, Chicago Local 3

Vassar College; University of Chicago; A. F. T. secretary-treasurer, 1926-34; secretary and president, Chicago Federation of Women High School Teachers, 1923-26; president, Chicago High School Teachers Council, 1925-26; former Teacher Social Science, Hyde Park High School, Chicago; secretary, Education Committee, American Federation of Labor, 1927-34; vice-president, International League for Academic Freedom; member, Advisory Council, People's Lobby; member, Federal Advisory Council on Employment.

## Legislative Representative and Vice-President

### Selma M. Borchardt, Washington Local 8

A. F. T. legislative representative and vice-president, 1920-34; chairman, A. F. T. International Relations Committee, 1926-34; legislative representative, Washington Teachers Union 8; member, Executive Council World Federation of Education Associations; chairman, W. F. E. A. Social Adjustment Committee; former president, Washington Women's Trade Union League; teacher of English, Business High School, Washington, D. C.

## Vice-Presidents

### R. J. Ahlstrom, Minneapolis Local 238

B.S. in Education, University of Minnesota; charter member Local 238; vice-president and chairman of the Executive Board, 1931-34; instructor St. James Military School, Fribault, Minnesota, in Social Science in Howard Lake, Minn., High School, and in Modern History for the past ten years in Edison High School, Minneapolis; member, Minnesota Farmer-Labor Association; served on Legislative Committees of the Minneapolis locals; legislative representative on occasion; in behalf of Locals 59 and 238 brought action as taxpayer against Minneapolis Board of Education as well as Hennepin County Auditor compelling them to set their own tax levy without any review from any other city agency of government, sustained by Minnesota Supreme Court; at present working on legislative program for more adequate state-wide tax support for education.

### May Darling, Portland Local 111

B.A. and M.A., University of Nebraska; head of History Department, Washington High School, Portland, Ore.; formerly Teacher of History in what is now South High School, Omaha, Nebraska, and also in Walla Walla, Washington; active member of Local 111 ever since it was organized in 1919, having served as president, financial-secretary, delegate to the Local Central Labor Council, and member of the Executive Council; member, Legislative Committee, Local Central Labor Council; vice-president, State Federation of Labor, 1931-32; active in the Portland Labor College during the time of its existence; member of a State Committee of Workers' Education, other members of the committee being the officers of the State Federation of Labor, the director of the extension division of the Oregon State University and other prominent educators.

### George Davis, Cleveland Local 279

B.S. in Education, Missouri State Teachers' College, University of Missouri, Columbia University; president, Cleveland Local 279; director, Public Speaking section, N. E. Ohio Teachers' Association; member, Policy Council, Cleveland District "New America"; member, Workers' Education Council; member, Executive Council, Ohio Federation

of Teachers; instructor, English, Hornersville, Mo., Beecher City, Ill., Oklahoma School of Mines; connected with East Side House Settlement, New York, National Aniline and Chemical Co., New York; instructor, English and Public Speaking, East Technical High School, Cleveland, 1922, 1925-1934.

### William J. Irwin, Akron Local 287

Graduate Indiana State Normal College; B.E. and M.E., University of Akron; president, Akron Local 287; former teacher, Brazil and Fort Wayne, Ind.; teacher, Technical Work, History, and Mathematics, West High School, Akron; member, Executive Board, Ohio Federation of Teachers; engaged in writing a History of Industry.

### Maynard C. Krueger, Ph.D., Chicago Area Colleges and Universities, Local 259

Professor of Economics, University of Chicago; formerly professor of Economics, University of Pennsylvania; lecturer and author; prominently connected with social and political movements.

### Abraham Lefkowitz, Ph.D., New York Local 5

B.A., College of City of New York; M.A. and Ph.D., New York University; legislative representative, New York Local 5; chairman, Grievance and Pension Committees, New York Local 5; formerly, teacher, P. S. 160 and 147, History and Civics, DeWitt Clinton H. S. and H. S. of Commerce, in charge general organization service squads H. S. of Commerce, and first assistant in History and Civics; head of Civics Department H. S. of Commerce; member, committees for revision of course of study in Modern European History and in Social Sciences for New York City; member, Executive Council, Joint Committee of Teachers' Organizations in New York City (77 in number); chairman of Committees on Salaries, Research, and Charter Revision and member of Legislative Committee of Joint Committee of Teachers' Organizations; member, Committees on Education, New York State Federation of Labor and Central Trades and Labor Council; founder and president, Central Trades and Labor College for 5 years; director and one of founders, Brookwood Labor College; secretary, Platform Committee, Farmer-Labor Party; member, National Committee, Farmer-Labor Party; member, Executive Committees of League for Independent Political Action, Friends of Irish Freedom, and Russian Trade Relations.

### Allie B. Mann, Atlanta Local 89

A.B. Goucher College, Baltimore; M.A. Emory University, Emory, Ga.; A. F. T. regional representative for the South; former teacher, State Normal College; head, Science Department, Girls' High School, Atlanta; president, Atlanta Local 89, 1929-1933; chairman, Education Committee, Georgia Federation of Labor; member, Board of Trustees, Atlanta Federation of Trades; contributing editor, Atlanta Journal of Labor.

### Barbara A. McGlynn, Hazelton Local 277

A. F. T. regional representative for the Middle Atlantic states; president, Wilkes-Barre Township Teachers Union, 1930-32; secretary, Committee on Education and Schools, Pennsylvania Federation of Labor; chairman, Committee on Education, Wilkes-Barre Central Labor Union; legislative representative at Harrisburg; promoted tenure law and legislation for schools and workers in industry; active in community affairs.

### Homer J. Odell, Duval County, Florida, Local 254

First president Duval County Local 254; president, Machinists Local for 5 years; financial secretary, Machinists Local for 3 years; vice-president and president Jacksonville Central Labor Union for two years each; chairman, Education Committee Florida State Federation of Labor for three years; member, Education Committee Jacksonville Central Labor Union for three years; delegate to A. F. of L. and Florida State Federation of Labor conventions; member advisory board State Dept. of Trade and Industrial Education; A. F. of L. organizer; associate on Labor



papers for six years; civilian instructor motor mechanics during war period, Fort Bliss, Tex.; instructor, University of Arizona, 1919-20; instructor K. of C. Vocational School, El Paso, Tex., 1921-22; instructor in Auto Mechanics, Jacksonville, Fla.

#### **F. C. Purviance, Union County, Ark, Local 329**

A.B., Louisiana Polytechnic Institute; Arkansas Polytechnic Institute; Arkansas College; army officer, overseas service; president, Union County Federation of Teachers Local 329 and Arkansas State Federation of Teachers; teacher in Pulaski, Union, and Montgomery Counties, Ark.; superintendent, Strong High School, 1919-22; president, Caddo Valley Academy, 1922-26; teacher and elementary school supervisor, Norphlet, 1930-34; editor, Junction City News and Norphlet News; correspondent, El Dorado Daily News and Arkansas Democrat, Little Rock; ordained Missionary Baptist Minister with full time church work.

#### **Bernice Rogers, Cambridge Local 195**

A. F. T. vice-president, 1931-34; A. F. T. regional representative for New England; chairman, A. F. T. Education Committee, 1933-34; president, Cambridge Federation of Teachers 1935; secretary, Cambridge Central Labor Union; Executive Board, Women's Trade Union League, Boston; secretary, Committee on Women in Industry; Cambridge League of Women Voters; member, Massachusetts State E. R. A. Board of Appeal; teacher of English, High and Latin School, Cambridge.

#### **W. B. Satterthwaite, Seattle Local 200**

A.B., University of Kansas; A. F. T. organizer, 1933 to date; A. F. T. vice-president, 1931-33; president, Seattle Teachers Union, Local 200, 1928 to date; president, Seattle High School Teachers' League, 1927-28; teacher, Sunnysdale, Wash., 1910-1911; supt. of schools, Haddock-Irondale, Wash., 1911-13; principal, Kent, Wash., High School, 1913-15; supt. of schools, Renton, Wash., 1915-18; teacher, Seattle High School, 1922-28; teacher, high school, Chicago, 1931-33.

#### **Charles B. Stillman, Chicago Local 2**

A.B., Albion College; graduate work, University of Chicago; president, A. F. T., 1916-23; vice-president, A. F. T., 1923-31, 1932 to date; president, Men Teachers' Union, Chicago, 1914-16, 1924-25; president, Joint Conference of Principals and Teachers of Chicago, 1930 to date; principal, Township High School, Lima, Ind., 1905-06; teacher of English, Lake Forest Academy, 1906-07; Elgin High School, Elgin, Ill., 1907-08; Lane Tech. High School, Chicago, Ill., 1909-18; of History and Civics, Lane Tech. High School, Chicago, 1922-29; asst. principal, Adams Branch, Lane Tech. High School, Chicago, 1929-30; principal, Burr Public School, Chicago, 1930-33; asst. principal, Sabin Branch, Tuley High School, Chicago, 1933 to date.

#### **John Harold Swan, Sacramento Local 31**

A.B. and A.M., University of California; A. F. T. vice-president, 1933-34; president, Sacramento Chapter Local 31, 1933-34; teacher of Economics, Sacramento Junior College; candidate for State Superintendent of Public Instruction; active in school legislation and community affairs.

### **A. F. of T. BADGES**

AS

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### **Toward a Better Life**

(Continued from page 11)

Like Mrs. Simmons, I also raise the question as to where we are going. I have yet to find anyone who can answer it satisfactorily, but I am sure that we shall never reach a desirable haven in this life or any other life by looking backward. The formation of new governmental agencies, the development of socially desirable plans, the unification of effort that we see about us, bring new hope to me that at last we are on the way to some place where there will be more opportunity, more freedom, more peace and contentment for the common man than he has ever had before. A path is being cleared, however imperfectly, toward a better life. As for the farmers of this country, I venture to suggest that their hope lies not in a reduction of taxes, a decrease in interest rates, and a return to a condition of individual strife and useless, wasteful competition. Their future depends upon the development among themselves of a more socially-minded attitude toward each other and toward the rest of the country, and on the realization that they are not only the tillers of the soil but also the distributors of the wealth thereof. As distributors they have the responsibility of cooperating with those agencies that are attempting to bring about a more just and equitable allotment of the common wealth than is the case at present. There will be no solution of their problem so long as they remain wholly individualistic and aloof.

Agriculture, industry, labor, capital, and government must work together wholeheartedly and without mental reservations to bring about a better day. The leadership that the government is demonstrating in the present crisis encourages me to think that we have set our feet on the right path toward a solution of our difficulties.

### **Critical Evaluation of A. F. T.**

(Continued from page 14)

During the next years the increase continued until, at the seventeenth convention in the summer of 1933, Mrs. Hanson, the Secretary-Treasurer of the organization, reported for the year as follows:

Sixteen new locals representing ten states have been chartered, ranging in membership from twenty-five to six hundred. Many more inquiries and requests for literature, indicating an increasing interest in our movement, have been received than in any past ten years. (22, 12.)

Inasmuch as the American Federation of Teachers has, since its inception, fought the very evils which were intensified by the depression, namely, inadequate salaries, lack of tenure, crowded classes, etc., such steady growth during this period is not surprising.

The total number of locals in good standing (with dues paid to date) on January 1, 1934, was seventy-five, with an active membership of 9,634. (73.) This means an increase of more than one hundred per cent in the number of active locals since the days of the decline in 1926.

(To be continued.)

This is the first instalment of Mrs. Robinson's thesis, which will be published serially throughout the year. The numbers refer to the Bibliography, which will appear in a later issue.  
*Editor's Note.*

## Two Summer Conferences

### President Lowry at State College, Pa.

President Lowry spoke at the Superintendents' Conference at State College, Pa., on the afternoon of Aug. 2. He was preceded by Professor Lewis of Ohio State who traced the development of teacher associations from early times to the present. He opposed the A. F. T. and said he could think of no reason for joining it. He was followed by Professor Carmon Ross, president of the Pennsylvania State Education Association, who spoke on the necessity for superintendents to encourage greater activity on the part of local branches of the P. S. E. A. He stated that 14% of the teachers of Pennsylvania are not members of the P. S. E. A. and stated that this was caused, in part, by the failure of county superintendents to avail themselves of the opportunity to hold two-day institutes. It should be stated in passing, that the usual way of getting members for the P. S. E. A., and to some extent the N. E. A., has been for county superintendents to include the membership dues in the fee charged the teachers for the expenses of the institute. It goes without saying that few individual teachers cared to incur the ill-will of the superintendent by protesting such action.

Dr. Ross plead with the superintendents to get behind the drive for greater activity in the local branches of the P. S. E. A. because "your class-room teacher is afraid of his own shadow unless the superintendent is behind him." He challenged any one to show anything the A. F. T. had accomplished or could accomplish that the N. E. A. or P. S. E. A. could not do equally well or better.

Another speaker gave a summary of the results of a questionnaire sent to teachers of the Northwestern Convention District of Pennsylvania. The results seemed to indicate that the majority of teachers in that district do not take a very great interest in the P. S. E. A. or its Journal.

Mr. Lowry, being the last speaker, gave examples of results obtained by the A. F. T. in co-operation with the A. F. of L. which could not be obtained by the O. E. A. or N. E. A. He delivered

a very stirring address in which he refuted objections to the A. F. T. made by the previous speakers.

Mr. J. Herbert Kelley, Executive Secretary of the P. S. E. A., was called upon for discussion. His discussion took the turn of an attack on the A. F. T. He pointed out that while Professor Lewis could think of no reason for joining the A. F. T. he could think of five reasons for not joining it. They are substantially as follows:

1. A professional association should not approve of coercion to attain its objectives. The proper method of procedure in gaining converts consists of (1) Presentation, (2) Demonstration, (3) Argumentation.

2. Teachers are trained and licensed by the state and receive their pay from the state. Therefore they have not the right to affiliate with a minority of the people who constitute the state in order to gain their ends.

3. To affiliate with the A. F. T. destroys the solidarity of the profession by splitting it into a number of groups.

4. The A. F. T. in some of its literature has referred to persons who object to affiliation with labor as snobs. This, Mr. Kelley feels, is insulting to those who consider teaching a profession.

5. Unionism lowers the ideals of the teachers by emphasizing the economic aspects of teaching instead of the professional ideals. Mr. Kelley feels that this results in loss of the fine ideals of altruistic service.

Messrs. Ross, Kelley, and Lowry engaged in a spirited debate on these matters. The meeting adjourned without bloodshed after Dean Chambers of the Pennsylvania State College stated his satisfaction with the fact that there had been a free and open discussion of the question of affiliation with the different teacher organizations.

In the evening Mr. Lowry spoke to an audience of nearly a hundred teachers in the Auditorium of the Home Economics Building which had been made available through the courtesy of the college authorities. These teachers came in response to a campaign of circulars and posters made in the forenoon. Mr. Lowry spoke at some length on the accomplishments of the A. F. T. and the benefits to be derived from it. At the end of his lecture he answered questions from members of the group. During this discussion a lady superintendent brought out the fact that many superintendents are very fine people and that in her district there

is a very fine feeling of professional solidarity without the A. F. T. She felt that joining the A. F. T. would result in splitting the ranks of teachers. A considerable number of teachers present showed interest in forming locals in their home districts. Among those present at this meeting were the following members of the A. F. T.: Mr. Charles L. Haire, of Hazleton, Pa.; Mr. Theodore Fowle, State College, Pa.; Misses Anna and Edith Williams, Mr. Louis Pounder and Mr. B. W. Stauffer of Ashland, Pa.

### Dr. Linville at Teachers College, New York

Two conferences were held at Teachers' College, Columbia University, during the summer. The first on July 30 was participated in by the N. E. A., the Progressive Education Association, the National Council of Teachers, and the American Federation of Teachers. Clyde Miller was chairman and Goodwin Watson was leader of the discussion. Dr. John K. Norton spoke for the N. E. A., Dr. Redefer for the Progressive Education Association, and Dr. Linville for the A. F. T.

A considerable number of A. F. T. members outside of New York City were present. Literature was distributed and a form for those interested to sign. A gratifying response was made at the time and others are expected.

The second meeting was held at Teachers' College, Columbia University, on August 6. There were present about 300. Dr. Goodwin Watson introduced the discussion and Professor R. P. Raup led it. A large number of teachers took part. New York Local 5 participated actively in the program, which dealt with the union movement.

Dr. Linville was a speaker at this meeting also.

\* \* \*

The success of these summer conferences indicates a line of action for the coming year. A program covering all the summer sessions throughout the country in 1935 is Dr. Linville's suggestion.

When all is said and done it is not nearly so much a question of credit as it is a question of enabling the masses of the people to attain a condition in which no credit will be needed.



# So This Is America!

**Teachers Fired for Strike Against Delay in Salary Payment.**—The old Forge Borough School Board dismissed twenty-nine teachers for participating in three strikes called during the last year. The teachers have been on strike in a dispute over unpaid salaries and contracts since May 16, and Joseph Conners, president of the Teachers' Association, says the strike will be continued in September. Twenty-six were appointed to replace those dismissed. The board, in announcing the changes, said they were prompted by economy.

**Principal Dismissed After Writing Novel.**—James M. Shields, principal of South Junior High School and author of "Just Plain Larnin," a novel depicting the trials of a school principal in a small industrial town, has been dismissed as a member of the city school faculty of Winston-Salem, N. C.

W. T. Blackwell, official of the R. J. Reynolds Tobacco Company, is chairman of the city School Board.

Mr. Shields has been a member of the school faculty for the past thirteen years and a principal for ten years.

When his book was published it was freely predicted in Winston-Salem that Shields would soon be dismissed as the characters in the novel were drawn apparently from life in this community.

**Overdue Pay Is Given Teachers.**—School teachers of Mahanoy City, Pa., owed a matter of four and one-half months' salary pay checks, profited to the extent of half a month's salary at a special meeting of the board.

**Salaries Average.**—A study by the Toledo Federation of 81 cities from 50,000 up, shows average salaries as follows:

Elementary .....\$1,168.00 to \$2,393.00

Junior High .... 1,403.00 to 2,655.00

Senior High .... 1,549.00 to 2,973.00

The average cut from these salaries was 16%.

**Tax Collection in Ohio.**—Replies from 14 cities of Ohio to a questionnaire sent out by the Springfield Teachers Association show an average tax collection of 76% for last year and an average cut in salary of 22%. Springfield had an 80% tax collection and the teachers a 37% cut in salary. While Springfield was four points above average in tax collection the teachers were fifteen points higher in salary cut.

**Thirty Days Notice in Contracts.**—The Union, N. J., Township Board of Education amended teachers' contracts to enable that body to release instructors not under tenure after thirty days' notice.

**Teachers' Salaries Are Again Cut by Council.**—In secret session the New London, Conn., city council's committee on finance applied another cut to the allowance for the schools, making a total reduction in that department of more than \$62,000. The reduction in pay of teachers made two years ago and restored by the board of school visitors, was again put into effect. By this plan the teachers will contribute toward meeting the expenses of the city government.

**Academic Freedom at the University of Pittsburgh to be Investigated.**—According to press reports, Governor Gifford Pinchot of Pennsylvania plans to lay before the next legislature a demand for a complete investigation of academic freedom at the University of Pittsburgh. In a letter to Dr. John G. Bowman, Chancellor, Governor Pinchot made plain his attitude on the dismissal of Dr. Ralph E. Turner, professor of history. The university received a state subsidy of \$1,188,000 for the 1933-35 biennium. The governor cited the Dr. Turner incident as one of a series of similar actions taken by the university, "*which indicate that its purposes as an institution of higher learning have been perverted to conform to the views of a small group of wealthy and powerful men.*"

**Affidavits Needed for Teachers' Pay.**—Before checks for the last month of elementary school salaries and for the last two months of high school salaries will be issued to teachers of Henry county, Tenn., they will be required to sign affidavits setting out that teaching is their only source of revenue.

**New Organization.**—The Protestant Teachers Association, numbering seven thousand members, has been formed to promote and encourage week-day church schools and to give Protestant teachers a sense of solidarity and comradeship.

**Loyalty Oaths in New York.**—New York state school teachers will be required to take an oath to support the federal and state constitutions under a bill signed by Governor Lehman. The measure is similar to one vetoed by the governor after it had passed the regular session of the 1934 legislature. In approving the measure Governor Lehman said, "Because of the changes made from the original bill to meet some of my objections, and because of the very strong sentiment there is in its favor among the teachers themselves, I am giving my approval to this bill."

**Protest Pamphlet Given to Teachers.**—Pamphlets carrying the name of "The Farmer Labor Political Federation" were distributed to those who attended an American Federation of Teachers "organization" meeting at the Y. M. C. A. in Columbus, Ohio, it was charged by the Americaneers, national patriotic society with headquarters at 16 East Broad street.

The connection of the pamphlets with the Federation of Teachers was not made public. The Americaneers, however, see menace in this action.

Americaneers pointed out that the Farmer Labor Political Federation was launched at the United Conference for Progressive Political Action in Chicago last year, and that the purpose of this Farmer Labor party is to build a better social order.

**Vote to Restore 5 Per Cent. of Teachers' Pay Cut.**—The Somersworth, N. Mex., school board has voted to restore to school teachers and janitors five per cent of the 10 per cent salary reduction that was put into effect two years ago.



**Fired Teacher Regains Job in Union, N. J., Schools.**

—Miss Henrietta Tyrell, of East Orange, stands reinstated as a teacher in the Thomas Jefferson School, Union, N. J., by the Board of Education of that township.

Miss Tyrell is the teacher whom George R. Good, suspended principal of Thomas Jefferson School, charged at a recent school board meeting had been dismissed because she refused to "spy" on him at the behest of Edward F. Waldron, supervising principal of Union schools.

While the vote on Miss Tyrell's reinstatement was made unanimous by the board with little comment, Supt. Waldron stated that the teacher had been restored to her former position because of recent action of the State Legislature in amending the tenure law making it mandatory for a teacher who has served three years in the school system to go under tenure of office without renewal of her fourth year contract. The act provides that a teacher must be notified of dismissal at least sixty days before completion of the third year. Miss Tyrell has completed her third year in the Union school system.

**Higher Cost of Supplies Under NRA May Hit Teacher's Pay, Shorett Says.**

—Possibility that the salaries of Seattle's teachers would have to be lowered again so the School Board could pay the increased cost of materials and supplies provided for by NRA and AAA codes, was expressed by John B. Shorett, president of the Board, at a meeting of the Municipal League.

"Prices in many fields have been increased enormously," Shorett said, "and, as our income is dependent upon property assessments which have been lowered, we are faced with a critical situation indeed. There is certain maintenance and repair work which must be done if the schools are to remain open, and these fixed costs cannot be lowered. If code prices are to be maintained there is only one place we can cut, and that is the salary list."

As a result of the board's financial dilemma, legal action is pending to test the price-fixing powers of the state under the state NRA act.

**Knox Teachers Winning Fight for More Pay.**

Knox County, Tenn., elementary school teachers have scored a preliminary victory towards getting part of the 20 per cent pay cut given them last year. The elementary group have been promised a five per cent restoral. They also have scored a victory towards trimming the difference between elementary teachers' pay and high school teachers' pay.

**Labor Protests Adoption Seventh Grade History.**

Governor Ehringhaus and each member of the State Board of Education received telegrams from the North Carolina Federation of Labor, signed by President R. R. Lawrence, protesting against the adoption of the seventh grade history book "American History for Young Americans," on the grounds that the book did not adequately present the history of the American labor movement. The board has refused, however, up to this time to reconsider its action in the matter.

**Connecticut Towns Increase Teachers' Pay.**

—The 19 school teachers in the towns of Columbia, Union, Andover, and Tolland will get \$50 salary increases next year. Willington and Bolton teachers have never had their salaries reduced from the 1929 level and as a consequence their remuneration will remain unchanged. Teachers' salaries in Coventry, Chaplin, and Mansfield will not be changed from 1933-34. Even with the increase for next year, Columbia still has the lowest scale of any of the nine towns of this district, teachers there to receive \$850 a year while the lowest in any of the other towns is \$900. Is this what is known in New England as a cultural wage? Or a living wage?

**Teachers' Pay Raised at Lebanon, Tenn.**

—The resumption of Smith-Hughes agriculture instruction courses in the Lebanon high school and a \$10 a month raise for both high school and elementary teachers is announced by County Supt. W. H. Waters.

The salary raise is made possible by the increase in tax collection from 64 to 71 per cent and the payment of some back taxes, together with a slight balance which was carried over from last year. The raise will put the average elementary teacher's salary at \$50 a month with high school salaries at \$60 a month, which is still only approximately half the salaries of three years ago before retrenchment policies became necessary when tax collections fell off and assessments dropped.

**Cohoes, N. Y., Compelled by Court Order to Pay Teachers.**

—Ruling that "neither the respondents, the city comptroller and city treasurer, nor the legislative body of this city has the power to reduce or increase the salaries of the school teachers," Supreme Court Justice Gilbert V. Schenck signed an order of mandamus, directing the city to pay the January, February, and March salaries of the teachers.

Application for the order was made several months ago by 84 of the local school teachers, who at that time had not received any pay from the city for a period dating back to November 1, last year. During the past two weeks, salary checks for January, February, March and May of this year, have been made available, but a number of the teachers refused to accept them, pending a decision from Justice Schenck in the mandamus proceedings.

**Cumberland, Mass., Teachers Want Pay.**

—Two or three plans were presented "but nothing was done", at the special meeting of the Cumberland Teachers' Association on June 26, according to a report of the session given by Miss Alice M. Plunkett, president.

Objecting to the report being circulated about the town that the teachers' group lacked organization and "doesn't know what it wants," Miss Plunkett declared that "the teachers know what they want—they want their money."

The Cumberland teachers haven't seen a pay check since last October. To be more specific they have been paid for 13 days of service and their 39 weeks of instructing ended the week of June 25.

# Democracy in Education

## American Federation of Teachers

Organized April 15, 1916  
Affiliated with the American Federation  
of Labor  
506 South Wabash Ave., Chicago, Ill.

### President

RAYMOND F. LOWRY, Toledo Local 250  
219 Fifteenth St., Toledo, Ohio.

### Secretary-Treasurer

FLORENCE CURTIS HANSON,  
506 S. Wabash Ave., Chicago, Ill.

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Official Organ

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## Who Controls Our Schools?

On page 24 of this issue of the AMERICAN TEACHER will be found an article entitled *Another "Red" Scare*. This article is based on two bulletins marked "Private Bulletin to Members" sent out by the Ohio Chamber of Commerce. The original bulletin of July 10, 1934, is in our possession and carefully filed with the original copy of the proposals for a program for school economy issued by the United States Chamber of Commerce in December, 1932, and published in the AMERICAN TEACHER in the April, 1933, number.

We are publishing here Bulletin No. 183 of the Ohio Chamber of Commerce. We are pleased to give our readers this sample of Chamber of Commerce logic, intelligence, and interest in public education. There are still a few persons who profess to believe that chambers of commerce desire to see public education advanced and, the masses educated.

(Private Bulletin to Members)

### OHIO CHAMBER OF COMMERCE

HUNTINGTON BANK BUILDING  
COLUMBUS, OHIO

BULLETIN No. 183  
July 10, 1934

### In re: Poisoning America at the Source

*Are the members of the Ohio Chamber of Commerce keeping watch of local boards of education and the teachers in their employ?*

*The June number of the "American Teacher," which is the official organ of the American Federation of Teachers (the Teachers' Union affiliated with the American Federation of Labor), contains food for thought.*

### Soviet Propaganda in American Schools

*One of its leading articles by Arnold Levitas (whoever he may be) is entitled: "Methods of Education and Training in the Union of Socialist Soviet Republics." While ostensibly dealing with the educational scheme under the Soviets, it is, as a matter of fact, skillful but obvious propaganda for supplanting the American economic and political by the Soviet system. The Soviets are in entire control of education in Russia. Private schools are forbidden!*

*Under the caption, "An Appeal to Teachers," Dr. Abraham Lefkowitz, who occupies the office of vice-president of the American Federation of Teachers, said in a speech in New York recently reported in the "American Teacher":*

*"Under the old era, individualism made for greed, selfishness, anti-social conduct, and war, and enhanced the welfare of the few at the expense of the many. The old era built its schools around the competitive ideal and turned out hewers of wood rather than constructive socially minded citizens."*

*This is the same Lefkowitz who, according to a Bulletin of the patriotic organization known as Americaneers, quoting the "Red Network," was dropped as a teacher from the New York schools for his untruthful and unpatriotic utterances.*

### Progress of Unionization Among Ohio Teachers

*Under the heading, News from the Field, the following "New Locals" are reported in Ohio: AKRON, WOOD COUNTY, YOUNGSTOWN, STRUTHERS, MORROW COUNTY, and SPRINGFIELD. The Magazine "Time" of May 7 reported that over 4,000 teachers of GREATER CLEVELAND are members of this Union and that the Union has been unanimously recognized by the Board of Education in Cleveland. The TOLEDO teachers are said to be largely unionized. (Do not confuse this radical movement with the Ohio Education Association.)*

*When the National Education Association (which should also be sharply distinguished from the American Federation of Teachers) was meeting in Cleveland in February, the local papers were saturated with the outpourings of communistic speakers, coming largely from Columbia University. Evidently they did not get very far with the National Education Association, whose utterances were loyal to American institutions.*

### Redistributing Wealth by Taxation

*One of the immediate fruits in Ohio of the dragon's teeth that are being sown is the drive by initiative petition for the confiscatory Corporate and Personal Income Tax, which was reported to our membership on June 25 in Bulletin No. 180. This is reported to be backed, and probably initiated, by this radical educational group.*

## Six Major Purposes

There are six major purposes that an organization such as the American Federation of Teachers can serve in the educational program of our Nation:

1. First, it can and must develop such a loyalty of teachers to each other that no teacher will accept the position of another teacher who has been unjustly dismissed.
2. To do this it will organize the teachers in such strength that they will determine the standards of their calling and raise those standards to a high level of excellence.
3. It will through continued group solidarity and intelligent militancy protect freedom of teachers.
4. It will help its locals to a fuller knowledge and understanding of each other and a fuller cooperation with the social purposes of the American Federation of Teachers.
5. It will establish teaching on a sound basis of adequate compensation and security of tenure in order that only the ablest and most self-respecting may be the teachers of our children.
6. It will work together with other social agencies to build a saner economic world in which social justice will prevail.



# Education for Democracy

## Pacifism at Home and Militarism Abroad

The "American Teacher" boasts loudly whenever R. O. T. C. is taken out of any American College, but Comrade Levitas, in the article previously referred to, makes this significant admission: "THEY (THE RUSSIAN CHILDREN) ARE BROUGHT UP WITH MILITARY TRAINING, TO BECOME WELL DISCIPLINED CITIZENS AND GOOD AND FAITHFUL DEFENDERS OF THE FATHERLAND IN TIME OF NEED." This is the old game! Alien propagandists operating in the United States promote pacifism under our Flag to make us duly docile when the hour arrives to chant the "Internationale" in our streets and strike for world communism.

## Poisoning Children Against Religion

The paragraph previously quoted from also takes this shot at religion! "THEY (SOVIET CHILDREN) HAVE BEEN TOLD OF THE DANGER OF CHURCH AND RELIGION AND HAVE BEEN TAUGHT THE VALUE OF FAIRNESS AND EQUALITY AMONG PEOPLE."

I hope this bulletin will be read and acted upon.

Respectfully submitted,

GEORGE B. CHANDLER,  
Secretary

Teachers will find several amusing as well as highly significant statements in this bulletin, but perhaps nothing more so than the inferences drawn from articles which have appeared in the AMERICAN TEACHER. We welcome the correction of any misstatements of fact appearing in this magazine, but this sort of specious handling of quoted material means less than nothing to us.

We have held and continue to hold that it is deplorable and educationally unsound that military training should be a part of any educational system, Soviet or American. We also hold that there is no greater menace than the curtailment of education in America almost to the point of destruction, while Russia, Japan, India, and other foreign countries increase their educational facilities. (See U. S. Office of Education bulletins.)

We do not hold with the type of reasoning (?) which says that the publishers of the *New York Times*, for example, believe in murder because this paper publishes a murder story and that the editors of the *Chicago Tribune* are bank robbers because we read on the front page of that newspaper that a bank robbery has occurred in Ohio.

We do not, moreover, mind in the least this sort of attack. It is self-destructive. It is helpful with those intelligent teachers and friends of education we seek to interest.

## A Dubious Compliment

The value of a compliment, or a criticism, depends very largely upon who gives it. A criticism from some sources is the highest praise, and a compliment from such sources the antithesis of a compliment.

We question whether teachers' organizations will welcome the praise of the Ohio State Chamber of Commerce, which says in some recent bulletins:

When the National Education Association was meeting in Cleveland in February, the local papers were saturated with the outpourings of communistic speakers, largely from Columbia University. Evidently they did not get very far with the National Education Association, whose utterances were loyal to

American institutions, and

These associations (the National Education Association and the Ohio Education Association) are the long-established agencies maintained by teachers for the discussion of teaching methods and problems of their profession. They are ably officered, efficiently managed, and conducted on a dignified plane.

The same bulletins advocate a 3% sales tax and oppose corporate and personal income taxes. Does "loyalty to American institutions" mean support of such a tax program? It evidently does in the minds of the Ohio Chamber of Commerce. Praise from this body, then, is dubious indeed.

## Why Oppose the A. F. T.

The American Federation of Teachers has established a number of locals in the state of Ohio and enrolled several thousand members. Immediately the Ohio Chamber of Commerce becomes violently agitated and its secretary emits strangled cries of "The Red Menace" and "Communism Exposed." He unearths the subtle scheme of the American Federation of Teachers to sovietize young America! A study of the Soviet system in the AMERICAN TEACHER indicates the desire of the organization of which it is the publication to impose this system in the United States. Similar studies by the N. E. A. and the U. S. Office of Education indicate loyalty to American institutions. But the motives of A. F. T. are subversive!

The Americaneers do not like us and quote Mrs. Dilling, who has us listed as authority in this matter of radicalism and call her the leading expert in this field of classifying the dangerous Reds. This "expert" includes in her book of radicals who menace our American institutions Mrs. Franklin D. Roosevelt, Jane Addams, Dr. John Dewey, Secretary of the Interior Ickes, Donald Richberg, Dean C. W. Gilkey, University of Chicago, Dean Gilkey's brother, giving as sole reason for his place in the list that he is the Dean's brother, Judge William H. Hally of the U. S. District Court, Senator La Follette, Robert Maynard Hutchins, etc., etc.

In Pennsylvania there are a few locals and a small membership, but in Philadelphia a strong organization has recently developed. A group of superintendents and P. S. E. A. officials recently devoted an entire conference session to the A. F. T. and why not join. They were tremendously concerned to protect the teachers from this classroom teachers' organization affiliated with the American Federation of Labor.

Now why is it that these groups object to the teachers joining the A. F. T.? They give a few excuses, but no reasons. The answer is only too evident. They fear the power that would come to the teachers through strong organiza-



tion. There is more than one kind of vested interest and a sound teachers' organization is regarded as a threat to exploiting interests and "rackets." The teachers are permitted to join any organization without protest as long as these groups control it and direct the teachers. But let them form an organization of their own, joined with their fellow workers to obtain for themselves security, adequate compensation, freedom, and leisure, a voice in school administration and decent teaching conditions—and for the schools sufficient revenue to insure an educational opportunity for every child that will make him a fit citizen of a great nation, that will produce "free, unafraid men and women, American citizens of the highest type," then there begins the hurling of epithets. Let the teachers join with their fellow workers in the American Labor Movement thereby increasing their numerical strength to six million, then the red herring is dragged out.

Summed up, the opposition to the organization of teachers in the American Federation of Teachers rests upon one thing only. By such organization and affiliation with the American Federation of Labor, the teachers increase their power, become influential and effective, are a real and articulate voice in the affairs of the school and the nation.

The "vested interests" know this. Teachers should know it. The "vested interests" become active. Teachers should become active and demonstrate that the superintendent who said at the conference previously mentioned, "Your classroom teacher is afraid of his own shadow unless the superintendent is behind him," was mistaken.

Teachers are not going to take the word any longer of Chambers of Commerce, Americans, administrators, or bosses; they are going to examine the program for themselves and decide.

Teachers have the greatest potential power of any group. Joined with their fellow workers in the American Federation of Labor, their power for school protection is immeasurable. These enemies of public education fear the teachers and their potential power and therefore oppose the organization that will give them power and

strength. The time is rapidly passing when the teachers fear to act for themselves.

### Academic Freedom Case

Last January a book entitled *Just Plain Larnin'* was published by Coward McCann, Inc., and at once attracted favorable attention and comment. The author of this novel, James M. Shields, has taught school for thirteen years in Winston-Salem, N. C., as an instructor in English in the high school, as supervising principal of elementary schools and as principal of South Junior High School. He has been teaching this summer at Pennsylvania State College. He is a former president of the North Carolina Elementary School Principals Association. He has been a frequent contributor to educational journals.

Mr. Shields decided to take his life as a teacher in his own hands and to write a story about teaching conditions. The publishers thus announce the book:

"Give my kids just plain larnin' . . . .

. . . without any of these new-fangled frills." This was the verdict of the parents in Nugget City where Eugene Stafford had taught for 15 years. And then, like a revolutionary cyclone came Professor Kalb, a modern educator from Columbia, to reorganize the Nugget City schools on a progressive basis. In the tale that follows every teacher will re-live his or her own experiences.

The ruthless cutting of teachers' salaries . . . .

. . . below all the limits of decency and justice; the bossing of their private lives by school boards and other self-appointed censors in the community; the friction and bickering between teachers, parents, and principals; the parents, reactionary, ultra-conservative; the children, dull, apathetic, uninterested in readin', writin' 'n' 'rithmetic; these same children, eager, excited by the new regime that made school the center of a new, pulsing, fascinating life; the lords of the town, the big business men and the factory owners, fighting the new methods because these new methods fostered independent thought and action among workers they wished to keep in economic

subjection. Here it all is in this engrossing novel of life in our American public schools today."

And the press comment upon it as follows:

### Ann Shumaker, Editor of Progressive Education

Mr. Shields has written a book that every parent and teacher should be made to read and think about. The picture he has drawn is only too devastatingly true. He shows an unusual grasp, not only of the real basis of progress in education, but also of its fundamental social purposes. He has presented in striking and dramatic fashion the heart-breaking problems that are confronting teachers today. . . . Fine work. He deserves the highest praise for having the brains and the courage and the ability to produce this book.

### New York Times

Almost any Parent-Teacher Association anywhere in the country, would be likely to display a lively reaction to this novel. . . . Mr. Shields has a thorough grasp of the situation which he describes, and he writes with complete sincerity. His testimony is valuable.

### Dorothy Canfield in the Book-of-the-Month Club Bulletin

Mr. Shields voices a real problem and one worth considering, especially now when our inherited faith in the wisdom of trusting to the mass-judgment of the majority is being weighed in the balance.

### New York Evening Post

Important and timely.

### Scribner's Magazine

The story which hundreds of American elementary school teachers have yearned to write. . . . Herein are truths demanding a wide circulation. The book is exciting and carries a serious message.

### Frederick L. Redefer, Executive Secretary, Progressive Education Assn.

I sincerely hope that teachers throughout the country read this book that so ably dramatizes the conflicts within and without education, the social forces that shape the program of the schools and weaknesses of our own profession.

### Willard W. Beatty, President, Progressive Education Assn.

I found the book much more interesting than I had imagined a "school" story could be.

And what happened?

Exactly what was freely predicted when *Just Plain Larnin'* was published. Mr. Shields was dismissed from his position in the Winston-Salem schools on July 31. This dismissal is obviously the result of the publication of his book and its too faithful picture of conditions and people.

Incidentally, W. T. Blackwell,

official of the R. J. Reynolds Tobacco Company, is chairman of the Winston-Salem School Board.

We have in this case a most glaring and definite attack on academic freedom. Every teacher and friend of education and lover of justice should be aroused by this summary dismissal for such a cause.

The Academic Freedom and Tenure Committee of the American Federation of Teachers has the case before it, and every possible effort, in cooperation with other organizations and interested individuals, is being made to have this injustice righted.

### **Hitting the Nail On the Head**

The following letter appeared in a New York city paper and is reproduced here for two reasons—one, it says so much that is true briefly and forcefully, and, two, its publication shows that all the press notices we get are not from the unfriendly and that we can all reach the public if we care to. The situation necessitates the mobilization of strong public sentiment for adequate funds for educational purposes. Such letters as this from C. H. will bring about the desired end. Have you written?

### **Urges Teachers to Resist Onslaughts**

TO THE EDITOR:

And now another salary cut for teachers appears imminent—this time in the form of a payless Christmas vacation.

The repeated onslaughts on our salaries, the many curtailments in educational opportunities, and the continual lowering of educational standards during the past few years are only one phase of a tremendous and powerful campaign waged by big business and financial interests to starve and wreck the social services of the community in order to evade their fair share of taxes.

Thus far they have fared very well in a community which they dominate completely through a banker-governor, a subservient legislature, and a "well-advised" mayor.

The primary concern of good citizens is NOT tax reduction in the name of a false economy. Our first concern is the most efficient and honest use of every dollar spent on such social services as health, education, etc., and the expansion of these services to meet the increased demands of the depression.

It is high time we teachers recognized the basic economic antagonism between ourselves and the greedy interests that exploit us both in our capacities as workers and as consumers.

It is also high time that we recognized our best friends, the organized American labor movement, which brought the public schools into existence and which has consistently stood for higher wage standards, for educational expansion, and for increased support for education. These are the parents of the children whom we teach in the public schools. We can gain infinitely greater strength if we align ourselves with them, our staunchest supporters.

Herein lies the greatest appeal of the Teachers Union for me. This aggressive champion of teachers is the *only* responsible *LABOR* organization affiliated with the American Federation of Labor.

C. H.

### **Ratification of the Federal Child Labor Amendment**

In 1935 the legislatures of 24 states which have not yet ratified the Amendment will be in session. This is a crucial year for the Amendment and educational work must begin at an early date in order to counteract the misleading propaganda which has been issued by the opposition.

Every available channel must be used to make known the true facts regarding the Amendment, its purpose, and the power it grants to Congress.

We urge that discussion of the Amendment be commenced early in the fall and that meetings to discuss the Amendment be arranged.

The National Child Labor Committee would be very glad to suggest and help secure speakers for such groups if an outside person is desired. It has also prepared a typewritten lecture on the Amendment, illustrated by 40 lantern slides, which can be given by a local person. It will furnish the lecture and slides at a nominal cost of \$2. The local groups, however, must provide the stereopticon and screen. Only four sets of slides are available so requests should be sent in as far in advance as possible.

Here is your chance actively to cooperate in the work for ratification of the Child Labor Amendment and to translate into action the resolution we have adopted.

Don't be fooled by the calendar. There are only as many days in the year as you make use of. One man gets only a week's value out of a year, while another man gets a full year's value out of a week.

### **A Cry from West Virginia**

Dear Sir:

Though much is made by administration mouthpieces of the rise in wages during the past week or so, the whole effort of the government seems to be directed toward increasing the cost of living to the workers. Wage increases will never enable the workers to purchase all the goods they produce. The lion's share remains to the producer as profits.

But while the workers in the larger industries are heartened by higher wages and increased employment, there is one important class of workers, numbering nearly a million, who confront an exactly opposite situation—the teachers. While living costs go up, almost without exception, the teachers of American schools are being forced to accept wage cuts of from ten to sixty per cent; to do more work for the lower wage; or, if they can be dispensed with under any pretext, turned loose to find such scraps of employment as they can, or starve. Teachers' wages in many places will amount this year to considerably less than two dollars per day. And it seems generally accepted that there is no means of compelling a state, city, or district to pay salary due the teacher.

This reign of terror is breaking down the morale of the teachers. It is beginning to break down the system of popular education built up as America's most distinctive contribution to democracy. This is the consummation evidently desired by capital—that education should be available only to the rich man's children; that all opportunities in the professional or business world should be theirs alone, while the workers' children remain illiterate, in the second generation become peasants, and in the third peons. For democracy and liberty cannot exist without popular education.

American labor, then, must for its own preservation preserve the schools, and with them the teachers. It must support those teachers in their unequal struggle against entrenched capitalism and its henchman, bigoted government intent only on "balancing the budget" and saving the capitalist from taxes.

Can't you find some method of admitting the great body of American teachers into the A. F. of L., where their rights as workers would have some guaranty against official avarice; and where they, in turn could render signal service to labor, instead of serving capitalism, as they have too often done in the past?

For God's sake, do something, before the breed of teachers, and with them the schools, are exterminated. This is the crucial time when all workers must band together to resist the destruction of our liberties.

IGNOTUS.

The life of every man is a diary in which he means to write one story and writes another; and his humblest hour is when he compares the volume as it is with what he hoped to make it.

—Barrie.



## Another "Red" Scare

William Dinwoodie

The Chamber of Commerce is throwing out another "Red" scare.

Frankly alarmed by the rapidly increasing membership in the American Federation of Teachers, the Chamber is seeking to link the move with a new Communistic menace.

Two secret bulletins, each giving a spirited account of the "danger", went out in July from the office of George B. Chandler, secretary of the Ohio Chamber of Commerce in Columbus.

The first, entitled "Poisoning America at the Source", quoted freely from the *AMERICAN TEACHER* in an attempt to prove that there is "Soviet Propaganda in American Schools."

Referring to the article by Arnold Levitas on "Methods of Education and Training in the Union of Socialist Soviet Republics", the Chamber's bulletin said:

*While ostensibly dealing with the educational scheme under the Soviets, it is, as a matter of fact, skillful but obvious propaganda for supplanting the American economic and political by the Soviet system. The Soviets are in entire control of education in Russia. Private schools are forbidden.*

Much also is made of "An Appeal to Teachers" by Dr. Abraham Lefkowitz, vice-president of the Federation.

In an attempt to prove that Dr. Lefkowitz is a dangerous radical, the Chamber's bulletin quotes him as saying:

*Under the old era, individualism made for greed, selfishness, anti-social conduct and war, and enhanced the welfare of the few at the expense of the many. The old era built its schools around the competitive ideal and turned out hewers of wood rather than constructive socially minded citizens.*

Is this Communistic? If the Chamber really thinks it is, it may be well to have an investigation into the Chamber's opinion of the Roosevelt "brain trust" and Dr. Wirt's well known pipe dream.

From the "Red" influence, the bulletin goes into the progress of unionization among Ohio teachers, pointing to the large membership in Cleveland and Toledo and the new locals in Akron, Wood county, Youngstown, Struthers, Morrow county and Springfield.

But this movement, you say, has been going on for months. Wasn't there something else—something less apparent—that led the Chamber to throw out its Communistic smoke screen at this time?

That question appears to be answered in a short paragraph under the heading: "Redistributing Wealth By Taxation."

Said the Chamber's bulletin:

*One of the immediate fruits in Ohio of the dragon's teeth that are being sown is the drive by initiative petition for the confiscatory corporate and personal income tax. This is reported to be backed, and probably initiated, by this radical educational group.*

Apart from the teachers' federation, the bulletin also attacked the several affiliated groups of the National Education Association which met in Cleveland last February. At that time, quoting the bulletin:

*The local papers were saturated with the outpourings of communistic speakers, coming largely from Columbia University. Evidently they did not get very far with the National Education Association, whose utterances were loyal to American institutions.*

That last statement by the Chamber is something of an enigma in views of the facts. At the final meeting of the Department of Superintendence and in resolutions from lesser associations, the plea of the so-called radicals for a changing social order with all its implications was given hearty support.

Can it be the Chamber confused the meeting of educators with one of their own pink tea conferences? Charitable observers may be inclined to think so. Others will share quite another opinion.

So much for the first bulletin. In the second bulletin, which went out a week later, the secretary says that many members have written him "asking what particular steps they can take to protect their schools from the invasion of the Communistic philosophy" described in the previous bulletin.

*We have advised them to consult with other business men in their community and have a committee confer with the local board of education and superintendent of schools . . . asking them to ascertain whether similar developments appear in their community and to take such steps as they deem wise and proper.*

Then under the caption "More Poison", the bulletin says:

*The danger is that whenever teachers are gotten together to organize as a local in the Ohio Federation of Labor, Communists are on hand to spread their philosophy by pamphlets and word of mouth, just as it is being preached in the AMERICAN TEACHER.*

As a horrible example of the pamphlet distribution, the bulletin refers to a dodger that was passed out at a Y. M. C. A. meeting in Columbus which was addressed by Raymond F. Lowry, of Toledo, the newly elected president of the American Federation of Teachers.

This particular dodger, if correctly reported in the Chamber's bulletin, was put out by "The Farmer-Labor Political Federation" and opens with this statement:

*WE ARE AT THE END OF AN ERA. THE WORLD IS IN THE THROES OF CHANGE. THE OLD SYSTEM IS CRUMBLING.*

Dangerous propaganda, isn't it? Almost it would seem as if the Chamber had yet to hear of the New Deal.

Continuing the Bulletin says:

*Some of the apologists for this movement say the teachers are being driven into the American Federation of Labor because of the shortage of school funds and reduction of teachers' salaries, which they charge to the hostility of business men to school expenditures. . . .*

*Joining a radical movement of this kind might alienate the Parent-Teachers associations and other friends of the schools and do the cause of the teachers infinitely more harm than good before the general assembly. The situation reported from San Francisco this morning (July 17, general strike) is not calculated to lead the public to view with complacency the possible participation of their school teachers in similar movements.*

The Chamber then goes into a defense of its own conduct before the state legislature, alleging that it supported a program which would have "adequately, although not extravagantly financed" the schools.

To which statement the union teachers ask just when this program was presented to the state legislature? And what, they ask, has the Chamber of Commerce

done to cooperate with the schools in getting the governor to call a special session to consider the critical financial position of the schools?

The extravagant Communistic inferences of the Chamber were taken less seriously. Officials of the local union teachers read them with a meaning smile.

"What else could we expect," they asked. "Hasn't the Chamber always found a 'Red' scare when the workers banded together for their betterment? We're only surprised it didn't come sooner."

## Teachers and the Blue Eagle

Ross Stagner

The question of cooperation with the NRA by teachers has not been subjected to the thorough discussion this topic deserves. I think there are many pertinent comments to be made for and against cooperation by members of the A. F. T., and they should be discussed plainly and without personal feeling.

Mr. Seasholes, in "The Blue Eagle Over the School," presents a viewpoint which seems to me to be based on a wrong premise. He suggests that we "spread the work" of teaching by putting on 16% more teachers, to be paid for by a corresponding pay cut. This plan (proposed in its general form by Walter Teagle, president of Standard Oil of New Jersey) results inevitably in a lowering of professional standards and morale.

It is much more important, I think, that members of this Federation should make aggressive demands for a lowered teaching load simultaneously with a return to the base pay of their salary schedule. Look at the work of the other unions in the A. F. of L. These workers have learned that the N. R. A. has been turned against them, that code wages have become maximum wages, that collective bargaining must be won by fighting, not being obtained as a gift from the capitalist class.

Those of us who are familiar with the history of free, universal public education know that this right was not won from the propertied class by the workers without a struggle. We also know that high wages, short hours of work, economic security, and protection in sickness and old age will not

generously be granted us by the owners of America.

In the same (June) number of the *American Teacher* we find a description of education in the U. S. S. R. by Arnold Levitas. The contrast to the facts presented on the page "So This Is America!" is astounding. In Russia we do not find unemployed teachers—instead we find non-professional teaching necessary because there are not enough teachers. We do not find reduced appropriations for education—on the contrary, we find constant increases in this fund. We find education extended to adults, to young mothers, to all classes and corners of the country.

You may ask, what has all this to do with the question of cooperating with the NRA? The connection, I think, is simple. The NRA, well-intentioned though it may be, is designed to bring back recovery without interfering with the profits of the industrialist class. Indeed, it has increased profits enormously while hardly increasing wages enough to equal the increased cost of living. Our whole economic system is set up on the premise that profit is of prime importance, service to humanity of secondary importance.

The teaching profession is one which has never quite fitted into this scheme of things. In fact, "service" has been the chief motivation of teachers in many places under diverse conditions. The fact that teachers refuse to use the strike as a weapon of collective bargaining shows that they do not belong in this profit-ridden economy.

In Soviet Russia the profit motive has been replaced by the service motive as the prime factor in human life. Shoes there are produced to go on feet, not to make a profit for the owner of the factory. Teaching is done because it raises the standard of living, increases human happiness, improves the condition of the entire population.

Is not this the ideal state of affairs for those of us who are inspired by the ideals of the true educator? Are we not forced constantly to compromise with our beliefs in order to fit into the old order of things? Would not education be infinitely more effective if run purely for service to mankind?

Cooperate with the NRA? Certainly, if the NRA in that industry has led to better working conditions, higher wages, shorter hours without pay cuts. Better than the Blue Eagle for deciding if a product has been produced under fair working conditions is the union label. But if you find (as a recent case was reported) a girl working for 25c per day sewing Blue Eagles on clothing, then you may suspect that we should not cooperate blindly with the NRA. When you find the very home office of the Blue Eagle being picketed by a union of NRA employees, you may suspect that we should not be too enthusiastic in our support of this institution.

The greatest contribution we can make to the welfare of society is to teach the inherent unfairness and wrongness of the profit system. We can practice what is preached to us, and urge the building of a new world based on service. Russia should be, not a goal, but an example. Thus we shall cooperate with ourselves, with our children, and with the people of the whole world.

## Illustrated Lecture on Child Labor

THE National Child Labor Committee has prepared a lecture on child labor illustrated by forty lantern slides, suitable for presentation before church groups, women's clubs, and high school and college students. The lecture and slides will be loaned for \$2.00 and return postage.

In applying for the lecture and slides, kindly state the exact date on which they are to be used and the address to which they are to be sent.

**NATIONAL CHILD  
LABOR COMMITTEE**

**419 Fourth Avenue  
New York City**



## Teacher Tenure—Does It Hold?

### Thirty-Three Elementary School Teachers Under "Teacher Tenure" Dismissed!

Paul Jarvis

Thirty-three elementary school teachers, consisting of married women and those who lived outside the school district, who had acquired "tenure" under the New Jersey law, were dismissed by the Board of Education of Hoboken District. Causes given for the dismissal were the financial condition of the board and a diminution of the district caused by a reduced student population.

In this case of *Downs v. Board of Education of Hoboken District et. al.* and three other cases Nos. 220-223, 171 Atl. 528 (1934) twenty-six teachers were transferred under the recommendation of the Superintendent of Schools to two schools ordered to be closed by the board of education at the same meeting. Later, at the same meeting, the board decided to dismiss all teachers in these schools. Seven teachers who had not acquired "tenure" under the state law were kept in the school system after thirty-three of those who had obtained it were dismissed. Three years of continuous service are required to acquire "tenure" in New Jersey.

An appeal was taken to the State Board of Education which held that the transfer of the twenty-six teachers to two schools that were to be closed was within the right of the local board; that the dismissal of the seven teachers who were formerly in the two closed schools was within the right of the board; that the board had the right to dismiss all twenty-six teachers they had transferred, but it would have to pay their salaries for the balance of the term for which they were under contract; that the board would have to dismiss the seven teachers who had not acquired "tenure" and give these positions to seven of those dismissed, provided they had earned "tenure."

It further appears that the twenty-six transferred were either married women or teachers who lived outside the school district. The president of the board had made it known on numerous oc-

casions that he opposed for teaching positions married women and residents outside the school district. The board had not taken any stand on this matter, and those dismissed felt they had been unjustly discriminated against. The State Board held that there was no evidence in the minutes of the local board having ever passed any resolution regarding married teachers or teachers residing outside of the school district, and that the financial loss and the loss of pupils was enough of a reason for the selection of the twenty-six for dismissal.

The decision of the State Board was upheld by the Supreme Court of New Jersey. This court held further, that:

The board of education had a right to dispense with the services of such numbers of teachers selected from the entire school district as it in good faith deemed necessary to effect economy which its financial condition demanded and whose services were no longer necessary because of diminution of the number of pupils.

The court also held:

We cannot say, even though they dismissed married or non-resident women teachers, giving preference in continued employment to residents of the school district and to those who would normally be dependent on themselves for a livelihood, that such action was an abuse of discretion or evidence of bad faith.

In another New Jersey case, it was held:

If a reduction is to be made and a place remains which the exempt teacher (exempt from dismissal under the teacher tenure law) is qualified to fill, such teacher is entitled to that place as against the teacher not protected by the statute.<sup>1</sup>

In a California case the court held:

Public schools are not created nor supported for the benefit of teachers, but for the benefit of pupils and the resulting benefit of their parents and the community at large.<sup>2</sup>

In this case the board of education was held to have the right to determine what teachers should be dismissed in the interest of economy, or any other "good and sufficient reason."

Another California court held:

The mere fact that there was a conspiracy between certain members of the board to discharge a teacher would not render the discharge unlawful, or beyond the powers of the board.<sup>3</sup>

The courts seem to consider "teacher tenure" as a law they must observe, but one which they will not enlarge without specific

authority of the state legislature.

It appears from the above decisions that financial stress or a diminution of a school district is a time that a board of education may "weed out" teachers who have acquired "tenure" if they are no longer satisfactory, and there are no teachers in the system who have not acquired "tenure." In the Hoboken case the school district eliminated married women and teachers who lived outside the school district on the ground that there was a financial stress and fewer pupils in the district.

Where a teacher receives a graduated scale of wages according to the length of service, the maximum may not be received by him until he has served ten years; yet this same teacher may obtain "tenure" at the expiration of three years. What is to hinder boards of education from dismissing those who have reached the maximum salary, and keep those lower in the salary scale who have not reached the maximum, but who have secured "tenure?" Any school board could slash costs materially under such a policy.

Apparently "teacher tenure" laws should be appended by some law that would require a board of education to dismiss first those who had not acquired "tenure," and then dismiss those who have acquired it in accordance with each teacher's length of service in the system.

### Authority

1. *Seidel v. Board of Education of Venter City*, 110 N. J. Law 34, 164 Atl. 901, 902.

2. *Kenney v. Board of Education* (1890) 82 Cal. 483, 22 Pac. 1042.

3. *Morse v. San Diego High School Board of Education of the City of San Diego* (1917) 166 P. 839, 34 Cal. App. 134.

A portion of this article was published in the August *School Board Journal*.

We need now to seize every opportunity and to establish every safeguard to annihilate for all time those many-headed dragons along the industrial way—the sweatshops, the double wage standard, and child labor. We must be prepared with the necessary weapons to prevent these evils from cropping up again as a menace to the health and welfare of the workers of the Nation.

## American Federation of Labor Convention

The Executive Council of the American Federation of Labor has issued the call for the Fifty-fourth Annual Convention of the American Federation of Labor to be held in the Auditorium, San Francisco, Cal., beginning Monday, Oct. 1, 1934, and to continue until the business of the Convention shall have been completed.

The headquarters of the Executive Council will be the Whitcomb Hotel.

### The call reads in part:

Labor has reached the point where it can with a fair degree of accuracy appraise the value of the National Recovery Act and give proper consideration to the results which have been achieved through the origination and application of industrial codes of fair practice in numerous industries.

Experience has shown that notwithstanding the plain provisions of Section 7-A of the National Recovery Act, workers have been prevented from exercising the right to organize and to engage in collective bargaining through representatives of their own choosing. Workers have been compelled to resort to the use of strike measures in order to force employers to concede the exercise of a right guaranteed them by law.

The officers and delegates in attendance at the Fifty-fourth Annual Convention of the American Federation of Labor must of necessity take cognizance of this situation. The labor movement must make real, vital and operative the provisions of Section 7-A so that every right accorded the workers to organize and to bargain collectively through representatives of their own choosing may be exercised and enjoyed to the fullest extent.

There is a crying need for united counsel and advice and for a collective expression of judgment both upon the experience of organized labor during the past year and upon its policies for the future. For this as well as for other urgent reasons, the officers of the American Federation of Labor make an especial appeal to all National and International Unions, State Federations of Labor, City Central Bodies and Local Unions to send delegates to the Fifty-fourth Annual Convention of the American Federation of Labor.

The nation needs to see the schools in action as a recognized major factor in progress in this present emergency. We made the schools a major implement in propaganda during the World War. We make them into a bedraggled stepchild in this emergency when they might contribute their best to social progress.

—Chicago Men Teachers Union Bulletin.

## Book Week

"Ride the Book Trail to Knowledge and Adventure" is the slogan which will be used on the 1934 Book Week poster and will serve as the theme of book displays and school projects from November 11th to 17th. This will be the sixteenth national observance of the Week.

A statement which comes from the headquarters office says, apropos of the theme chosen for 1934:

"Whatever hobby horse a child chooses to ride, whatever trail of information he wants to pursue—books are altogether essential and delightful companions along the way. It is hazardous to attempt to say whether the boys and girls of today are different from previous generations; in so many ways youth is forever the same. But any one who knows modern young people will testify to their remarkably vigorous curiosity, their desire to learn as much as possible about the subjects that interest them. Perhaps this eagerness to know is in some measure a reaction against the turmoil and uncertainty in the adult world today. At any rate, it seems important to foster it and this is the aim of the annual Book Week festival in November.

"It should be part of every American child's birthright to have easy and constant access to books as he grows up—at home, at school, and in the public library. No child should be denied the chance to make his own breathless discoveries in reading, choosing from well-stocked shelves the books which appeal to him most. In the 'social planning' so much discussed nowadays, attention should be given to the importance of making books more widely available to young people. Club programs planned for Book Week will include studies of this problem in its local and national aspects."

A striking new poster in color will be ready for distribution in September, with a leaflet of suggestions for school observance. A fee of twenty-five cents should accompany teachers' requests for the 1934 poster and booklet. Address National Association of Book Publishers, 347 Fifth Avenue, New York.

## Information About the American Federation of Teachers

1. The American Federation of Teachers was organized in April, 1916, and was affiliated with the American Federation of Labor in May, 1916.

2. At the present time there are locals distributed throughout the country from New England to the Pacific Coast.

3. The largest locals are in New York City and Cleveland, the largest number of members is in the State of Ohio, and the largest number of locals is in the State of Arkansas. These locals are called teachers unions, or federations, or by other names.

4. Locals may be formed in any city or county on the application of a minimum of seven members by any group of teachers except teachers in schools that are established for commercial or religious purposes. The organization is primarily for public school teachers, but teachers of any grade from kindergarten to university are eligible. Principals are eligible under certain time restrictions. Superintendents are not eligible.

5. Charters are issued after the proper application has been made to the national office at 506 South Wabash Avenue, Chicago, Illinois, on the payment of \$10.00.

6. Each local pays *Per Capita* dues to the national organization at the rate of 10 cents to 40 cents per member per month, depending on the salaries of the members of the local.

7. Each local establishes the dues to be paid by its own members, depending on the extent and the expense of its own activities.

8. It is advised that each local affiliate with the state federation of labor and the city or county central labor body. The expenses of such affiliation are always low.

9. The American Federation of Teachers, like other unions, is autonomous within the American Federation of Labor. It cannot be compelled by any labor authority to take any action it does not wish to take. The conventions of the American Federation of Teachers constitute the authority of the organization.

10. Organizers are assigned to form locals in any part of the country and to advise charter members on the practical management of a local, as well as on policies related to local and sectional situations.



## News from the Field

### To All Locals

This department, *News from the Field*, can be made, and should be made, the most interesting and important section of your magazine. In order to make it so, the editor must have the full cooperation of Locals. It is their department; its value depends upon them. Much of the material now used is gleaned from the public press. This may not be entirely accurate, and it may not be the report of your activities which you prefer to present. Also not all locals are included.

Every local is asked to appoint a correspondent to the *AMERICAN TEACHER*, whose special duty it shall be to send in on the fifteenth of each month preceding publication, i. e., August 15, October 15, December 15, February 15, and April 15, a story of its activities and accomplishments, the school situation of its community and its program in relation thereto. It is not just the story of successes that is desirable to tell or helpful to other locals. Let us have the story of what you are trying to do and how you are doing it. Make it brief and snappy, and an inspiration to other locals and the National.

While we are talking about this correspondence business, let us consider letters from individuals as well as local reports by special correspondents. Why do we not have more letters from individual members, telling us what is good and what is not, how the magazine can be improved in format and content? A page or two of letters from members discussing some problem or making suggestions for National activity would enrich the magazine as well as stimulate thought and action. We have no doubt you have often thought of writing. Next time translate your intention into action, and let us have a *Vox Magestri* section each month that will be eagerly read.

### Fulton County, Ga., Local 183

The Fulton County Teachers' Association held its last general meeting for the 1933-34 school term at the Fulton High School on May 21, 1934, President R. L. Ramsey, principal of Fulton High School, in the chair. Miss Sallie Shannon, secretary, reported a membership of 92.7% of the four hundred ninety teachers in the county. It was also announced that this body has affiliated with the Georgia Federation of Trades. Miss Sara Swanson, treasurer, gave her report.

The chairmen of the various committees reviewed their work for the year. Paul D. West, principal of Russell High School, reported that the Fulton County Teachers' Association has been represented at all the regular and call meetings of the Atlanta Federation of Trades. Mrs. R. D. Osterhout, chairman of the Legislative Committee, said that the work of her committee had been to learn definitely how the candidates in the last commissioners' election stood with regard to education, to in-

vite them to appear before the teachers and state their principles, and to send letters to representatives and senators urging them to support educational measures. This committee will continue to work during the summer and it is hoped that a teacher tenure or civil service bill will be presented at the coming session of the legislature. Ninety-eight per cent of the teachers are registered to vote.

A motion by the Teachers' Interests Committee, H. R. Adams, chairman, that the association get a statement from the school administration about substitution of trips for summer school attendance and about a postponement of summer school attendance because of delayed salaries, was adopted.

Miss Margaret Wallace, chairman of the Education Committee, suggested that teachers who have books that would be suitable for the proposed professional library consider donating them to the association.

A letter from the American Federation of Teachers about the convention which will be held in Chicago, June 25-29, was read by Miss Shannon, and the association elected Mr. Ramsey as delegate to attend the convention. Miss Shannon was elected alternate.

The next meeting of the association will be held on the Second Monday in October and at that time Nominating and Amendments Committees will report. The members of the Nominating Committee are Miss Mattie Michael, Mrs. R. H. Hart, and Mrs. R. B. Brown. On the Amendments Committee are Mrs. Thomas Lewis, Miss Kate Atkinson, and C. E. Landrum.

MARIE LONG.

### Commonwealth College Local 194

Local 194, Commonwealth College, Mena, Arkansas, wishes to call the attention of other members of the American Federation of Teachers to the type of education Commonwealth College offers, since many of you will be in contact during the next year with young people who might be interested in attending as students.

Commonwealth College, which is a labor school, operated on a cooperative, self-supporting basis, specializes in giving its students an orientation to the economic and social problems of the world today. It does not grant degrees and entrance is made on the basis of an application questionnaire, the purpose of which is to disclose the applicant's alertness and willingness to learn. Students at Commonwealth represent almost every stage of academic classification, some of them having former schooling no farther than the 4th grade and many others being college graduates. Special classes in English are conducted for foreign-born students.

The tuition fee is \$40 a quarter and students work twenty hours a week at such tasks as wood-chopping, dishwashing, office work, gardening, cooking, etc., in exchange for their board, room, and laundry. The college is owned and controlled by its resident teachers and advanced students. The teachers receive their maintenance but no salaries, and perform the industrial tasks of the community alongside the students.

The fall quarter opens October 1, the winter quarter Dec. 31, and the spring quarter April 1.

The Commonwealth teachers feel that the school is making a significant contribution to American education, and welcomes both inquiries and visits from other members of the American Federation of Teachers.

### Chattanooga-Hamilton County Local 246

County school teachers have pledged two weeks' services without pay during the next year's school term, assuring an economy of approximately \$27,000.

The teachers again will donate their services for the third consecutive year, although the county court at a controversial meeting last April had assured them the sacrifice would not be required.

A full nine-month term for the county schools has been assured by the teachers, who have agreed to accept pay for only eight and one-half months. In making its budget for the coming fiscal year, the county will budget on 85 per cent of its tax levy. If more than the 85 per cent is collected—which is considered unlikely, however—the teachers have been promised a restoration of their two weeks' donation.

The Hamilton County Taxpayers' League survey of the county government recommended that the county teachers give two weeks free services again this year. The county school board, however, had opposed taxing the teachers again.

The Federation committee that conferred with Judge Cummings included Stanton E. Smith, Federation president, chairman; Mrs. Ethel Stroud, J. D. Smith, W. P. Bales, Miss Grace Bowen, J. Pope Dyer, and Miss Jean Pettit.

Contracts for county teachers, which have been held up, although the board of education has assured teachers of employment for next year, now are being drafted in the new form.

—Chattanooga Times.

### Charlotte, N. C., Local 249

Charlotte teachers received their back pay amounting to \$93,000 on July 25. They had been waiting for their salary checks for more than a year.

The payments to the teachers and other employees represent part of their salaries withheld in the term of 1932-33 and for the final month's salary for the same year. Suits for recovery of the past due salaries were started in court by the teachers and the supreme court ruled in their favor. Then, when payment was not made on the judgments, mandamus proceedings were resorted to and the supreme court in decision handed down June 20, ruled that the judgments should be paid and the money borrowed by the general municipal government.

The money was borrowed from four Charlotte banks, as follows: American Trust Company, \$65,000; Union National Bank, \$14,000; Charlotte and Commercial National Banks, \$7,000 each.

Certain questions arise. Where has this money been that it was not previously available? Why could the city not borrow from the banks until compelled

by the courts? Who was responsible for holding up the pay of the teachers for this long period and what was the motive?

Teachers should not be so happy and relieved over receiving their back pay that they neglect to insist upon answers to these questions so important to future pay.

### Duval County, Fla., Local 254

Checks for payment of salaries of teachers and bus drivers of Duval County for the last half of May, the final month of the 1933-34 school term, were issued July 20.

Due to delay in receiving State funds, the Duval County Board of Public Instruction issued certificates of indebtedness, bearing 8 per cent interest and due July 31, to pay the teachers and bus drivers for the last two weeks of the school year. Although the certificates did not become due until the last day of July, they were retired in advance.

Homer J. Odell, past president of Local 254, and Betty Starbuck, president, represented the Local at the A. F. T. Convention in Chicago in June. Mr. Odell was elected vice-president of the National organization.

### New Bedford Local 263

On June 25 a communication was addressed to members of the School Board by Miss Marion I. Colby, secretary of the New Bedford Teachers' Union No. 263 requesting the same courtesies as afforded the Teachers' Association for the use of the class rooms and school halls outside of regular school hours.

On Monday, June 4, the president of the Teachers' Union was invited to address the teachers of the John H. Clifford School in one of the rooms of the building after school hours. This invitation came voluntarily from the teachers, as they were interested in the American Federation of Teachers. The meeting was arranged for Thursday, June 7. The president was told on Monday that the school authorities had no objection to the meeting, but on Wednesday, June 6, the invitation was withdrawn because of a decision by the superintendent of schools, based on Chapter 6 of the General Regulations of the school committee.

The members of the Union feel that they should receive the same recognition and courtesies as does the Teachers' Association. They do not believe that the School board in adopting Chapter 6 of the General Rules had in mind any such situation as has arisen.

Superintendent Keith, after refusing the Union representative the permission to address the teachers, told the School Board of his ruling at an informal gathering before the regular School Board meeting.

Vice-Chairman Vera and Committee-men Simmer and Bonney upheld the superintendent's action at the time. Committee-men Eccleston and Phelan expressed the belief that the representative should have been permitted to speak.

### West Allis, Wis., Local 272

The following resolution was unanimously passed by the West Allis Board of Education, consisting of four socialist and three non-partisan members, at its meeting on July 2, 1934:

WHEREAS, The NIRA recognizes and accepts Unionization of Workers as of great value in the United States Government's efforts towards industrial recovery, and

WHEREAS, Public opinion appears to be strongly in favor of this portion of the provisions of the NIRA wherein Union Labor is regarded as a real factor in the recovery program, and

WHEREAS, Organized Labor in West Allis has a membership composed of highly skilled and competent workmen; now therefore be it

RESOLVED, That only Union Labor shall be employed in the proposed construction program now under consideration for the Nathan Hale Junior High School.

### Salem, Ore., Local 283

A sweeping revision in salary schedule in the public school system was launched by the Salem school board when members tentatively accepted a new list prepared by Silas Gaiser, superintendent. Changes do not affect the amount tentatively budgeted for 1934-35.

Class room teachers, as a group, will receive \$164,070 as compared with \$146,147 last year under the new scale. Reductions from \$13 to \$140 a year will be given 15 instructors while the majority of the teachers would benefit by increases ranging from the same amount of the deductions. Aggregate reductions would be \$598 and increases \$18,521. The board also accepted a new schedule for elementary principals bringing the total from \$12,001 to \$13,655. Rate of pay for department heads was deferred for additional consideration and study.

"The chief purpose of the salary schedule is to offer the teachers of Salem a satisfactory economic return and yet not to unduly burden the taxpayers," read a part of a seven-page typewritten report submitted by Superintendent Gaiser. "It will also secure and retain in Salem competent teachers who have professional training equal to that required of those who engage in other professions requiring technical skill and knowledge; discourage the employment and retention of incompetent teachers; define condition of service and encourage teachers to improve the quality of their teaching service."

Salaries possible under the new schedule would be a basic salary of \$900 and a possible \$1,080 for elementary work and a basic salary of \$1,080 and possible \$1,340 for high school work. A high school teacher who has received five years' approved training from an institution of higher education could start at \$1,170 and attain a salary of \$1,470 through added credits. Super-maximum salaries of \$1,600 for elementary and \$1,770 for high school instruction could be awarded after ten years' service for outstanding achievement, though such would be rare, Superintendent Gaiser said.

—Salem Capital Journal.

### Akron Local 287

After the first public display of clashing opinions since they were seated Jan. 1, Akron school board members on July 17, voted, four to three, to support Supt. R. H. Waterhouse's schedule of proposed teachers' salary restorations next year.

This calls for a five per cent increase over present rates during the first semester and an additional five per cent beginning Jan. 1, 1935, providing the funds are available. This would leave 10 per cent yet to be returned before salaries again reach the original bases in effect before the depression cuts.

All board members went on record as favoring salary restorations. The conflict arose on the questions of how they should be set up in new teachers' contracts and whether the board should specifically obligate itself in view of undetermined income for next year. The contracts are to be on a month-to-month basis.

Attorney Alexander Greenbaum, representing Local 287, spoke in favor of the definite increase stipulation.

Grade school principals will be required to teach only half time.

Future leaves of absence from the teaching staff are to be more closely supervised and those who leave for a 12-month period may expect to be rehired. In the past all leaves have been granted with the stipulation that the board was under no obligation to rehire teachers who were granted permission to leave.

### Springfield, Ohio, Local 296

Springfield Local 296 published a four-page bulletin in July, from which the following excerpts are taken:

The Springfield Federation of Teachers is just now rounding out the third month of its existence, and it is undoubtedly a fitting time to look back over this brief period and review some of the activities of the organization. Needless to say, the unusual strength of our group from the very start has won for us an outstanding recognition in the affairs of the state and national organizations. Ohio has won the national leadership of the Federation movement, and our own position in the state should be one of supreme importance. We should be afforded an opportunity of serving the cause of education in Ohio as we have never served it before. There is every reason to believe that thousands of Ohio teachers will join the Federation during the coming year. However, national officers point out that, locally, our greatest weakness lies in our very strength, and that our organization, because of its mushroom growth, must face the immediate and important problem of maintaining the goal which we have achieved.

It should be vigorously stressed that the Federation is not an officers' organization, but that every individual member must be constantly alert and cognizant of the problems facing us. The schools of the nation have never before been faced with such powerful and definitely organized enemies. They would barter even with the boys and girls of the nation. The challenge is thrown out to protect our boys and girls, and we



must meet that challenge with unflinching fortitude.

\* \* \*

Mr. Hirtzinger and Mr. Kuenzli, delegates to the convention of the American Federation of Teachers in Chicago, report that the meeting was one of the most interesting they have ever attended. Many practical school problems were strenuously debated. Mr. Hirtzinger was made a member of the Committee on School Problems, while Mr. Kuenzli served as a member of the Legislative Committee, and as one of a committee of five to draft a resolution pertaining to federal aid for schools. The resolution is too long to be quoted here, but in general, asks for six hundred millions to be distributed to public schools, partly on a basis of need, and partly on population.

\* \* \*

At a caucus of the Ohio State Executive Board and Ohio delegates a motion that our income tax program be presented at the convention of the Ohio State Federation of Labor in Columbus, July 9-14, was adopted. The program was presented and endorsed by the Ohio labor body. This is an important step in securing the support of this influential group in Ohio. At the same caucus, a committee was appointed to draft a resolution asking Governor White to urge the legislature, in special session, to pass legislation, making possible the voting of special levies outside the ten mills by a majority vote of the voters of the school district. Mr. Kuenzli was appointed chairman of a committee to draft the resolution. The legislature has since enacted this legislation, and a reply has been received from Governor White urging our further cooperation in school problems.

\* \* \*

On Thursday, July 19, our president attended an emergency meeting of the Council of City Teachers' Associations in Columbus. Plans were forwarded, recommending complete reorganization of the Ohio Education Association. The new school laws were explained by Attorney Stewart Hoover of the Columbus Federation of Teachers. Most pertinent to Springfield is a provision that all indebtedness of school boards as of July 1 *must* be met by issuing funding bonds. Also all tuition must be paid from such bonds. This is a matter of great importance in the financial program for next year in that as much as a month of school might be involved in these provisions. The laws also provide that all back salaries, as of July 1, must be paid from these bonds. Because of our unusually heavy cut in salary Springfield teachers have no back salary due.

It was revealed at this meeting that nearly all cities of the state which do not already have levies outside the ten mills will submit a two or three mill levy this fall. The importance of a ten month school was vigorously stressed. Recent studies indicate that shortened terms tend to lower scholarship and to increase child delinquency.

\* \* \*

These are trying days for the teachers of the youth of our city; salaries have been cut to such an extent that financial worries are added to the enervating problem of the classroom; shortened

terms make the teaching more difficult; children are suffering from adverse home environment; the general social upheaval contributes to the burden of the teacher. All these things greatly emphasize the greatness of our profession and the nobility of the work which we have to do. The future of the nation lies in the youth of today. If we fail to build properly today the structure of tomorrow cannot possibly endure. Let us have hope and faith that the dawn of a new deal may bring adequate solutions for our many problems.

\* \* \*

*I am but one;  
But I am one.  
I cannot do everything,  
But I can do something.  
What I can do, I ought to do.  
What I ought to do, God helping me,  
I will do.*

## The Teacher Faces the Crisis

"The Teacher Faces the Crisis" was the subject of the symposium held July 26 at the last session of the Institute on Current Economics at Levering Hall, Johns Hopkins University.

The speakers were Miss Selma M. Borchardt, Washington legislative representative of the *American Federation of Teachers*; Paul W. Ward, of the Washington Bureau of *The Sun*, and Frank N. Trager, instructor in philosophy at the Johns Hopkins University.

## Wis. Labor Elects Dr. Zander

Dr. Arnold Zander, organizer for the Wisconsin State Federation of Teachers (A. F. T. branch), was elected to the Executive Board of the Wisconsin State Federation of Labor at its recent convention.

Dr. Zander is an able man of high qualifications and sound trade union principles and understanding. The State Federation is fortunate in having him on its Executive Board.

## Erratum

In the JUNE AMERICAN TEACHER the report of the meeting of Philadelphia Local 192 should have given as the speakers Dr. Jesse H. Holmes, Mr. Joseph Gerson, Mr. Arthur H. Fauset, officers of the Local, Mr. Paul C. French, President of the Philadelphia-Camden Newspaper Guild, and Mr. John W. Edelman, Research Director of the American Federation of Hosiery Workers, in place of Dr. George S. Counts and Governor Pinchot.

A house to house canvass by agents of the Public Health Service shows that families impoverished by the depression have 60 per cent more sickness.

## Organization for Teachers

The only way that the teachers can properly care for their own interests and secure compensation, laws, and conditions just to them, is to have a thorough organization of teachers, all of those teachers to have a thorough knowledge of its obligations and responsibilities as well as its powers, that organization affiliated with the American Federation of Labor working in close cooperation with all of the other organized workers, in the city federations in dealing with city problems, in the state federations when dealing with state problems, and in the American Federation of Labor when dealing with national and international problems. In this way only can the teachers put themselves in a position where they will be entitled to, and get, the whole-hearted support of all of the other organized workers and their friends, in the solution of their problems.

JOHN H. WALKER,  
in *The Federation News*.

## Who's Who in This Issue

Harry S. Belman, teacher in the Milwaukee Vocational School and president of the Milwaukee Vocational School Teachers' Association Local 212.

William Dinwoodie, school editor of the *Cleveland News*, Cleveland, Ohio.

Paul Jarvis, a teacher in the Humboldt High School, St. Paul, Minn.

Abraham Lefkowitz, vice-president A. F. of T., legislative representative New York Local 5, head of civics department of the High School of Commerce.

Raymond F. Lowry, president American Federation of Teachers, instructor University of Toledo and Toledo High School.

Aileen W. Robinson, graduate student in the department of Education, Smith College.

Ross Stagner, instructor in the department of psychology, University of Wisconsin.

Lester H. Thornburg, president Kellogg, Idaho, Local 278; former educational director Samoa Islands.